# Learning Outcomes-based Curriculum Framework

**For**

# UG Double Major Programs with Sanskrit

## 2025

ज्ञान-विज्ञान विमुक्तये

UGC


**UNIVERSITY GRANTS COMMISSION**

**BAHADUR SHAH ZAFAR MARG**

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## आचार्यपरम्परायै समर्पितम्

**अथाधिविद्यम्।**

**आचार्यः पूर्वरूपम्। अन्तेवास्युत्तररूपम्। विद्या सन्धिः। प्रवचनं सन्धानम्।**

**इत्यधिविद्यम्।**

- तैत्तिरीयोपनिषद्, शिक्षावल्ली, तृतीयानुवाकः

# कृतज्ञताविष्करणम्

*संस्कृतभाषायाः तच्छास्त्राणाञ्च अधिगमपरिणाम-आधारितपाठ्यचर्यारूपरेखायाः (LOCF) निर्माणे संलग्नानां विभिन्नानां समितीनां च कृते हार्दिकीं कृतज्ञतां प्रकटयामः।*

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*विश्वविद्यालय-अनुदान-आयोगेन (UGC) तथा UGC LOCF सञ्चालनसमित्याः अध्यक्षाभिः समये समये पाठ्यचर्यायाः गुणवत्तावर्धनाय एवं तस्याः प्रासंगिकतां च सुनिश्चेतुम् अपेक्षितं मार्गदर्शनं साहाय्यं च विहितं वर्तते। तदर्थं हार्दिकीं कृतज्ञताम् आविष्कुर्मः।*

*एतस्याः रूपरेखायाः निर्माणे संशोधने च स्ववैदुष्यम् उपयुज्य निर्दुष्टायाः पाठ्यचर्यायाः सम्पादने परामर्शदातॄभ्यः पाठ्यचर्यानिर्मातॄभ्यः च समेभ्यः विद्वद्भ्यः, शिक्षाविद्भ्यः, समीक्षकेभ्यः च हार्दिकीं कार्तज्ञ्यपरम्परां विनिवेदयामः।*

***केन्द्रीयसंस्कृतविश्वविद्यालयस्य*** सहयोगेन अस्याः ***अ.प.पा.रूपरेखायाः*** निर्माणमभवत्।

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Central Sanskrit University
Established by an Act of Parliament

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## Foreword

### *Sanskrit For Future*

It is a matter of immense pride and privilege to present the Learning Outcomes-Based Curriculum Framework (LOCF) for Sanskrit and its Shastras, developed under the aegis of the University Grants Commission (UGC). This initiative marks a landmark in the history of Sanskrit education, providing a structured, learner-centric, and globally aspirational curriculum that aligns harmoniously with the transformative vision of the National Education Policy (NEP) 2020.

Sanskrit is not merely a language; it is a rich source of knowledge and a discipline of many disciplines. It is a gateway to India's vast, time-tested knowledge systems (IKS), embracing philosophy, science, linguistics, mathematics, and artistic expression. This LOCF encapsulates the grandeur of Sanskrit's intellectual traditions while addressing the dynamic demands of contemporary higher education.

The primary objective of this curriculum is to make Sanskrit an aspirational discipline for the youth of today, instilling a deep understanding of its rich intellectual traditions while applying its knowledge to solve contemporary problems. It seeks to empower young learners not only to appreciate their linguistic and cultural heritage but also to utilise Sanskrit's unique perspectives to innovate and contribute to fields such as education, technology, health care, environmental sustainability, legal studies and governance.

This framework has been meticulously designed by a large team of scholars who collectively contributed to nearly 800 courses across 5 streams Majors, Minors, Multi-Disciplinary, Skill Enhancement, and Value-Added to provide flexible academic pathways. It aims to produce graduates who are proficient in classical knowledge, equipped with modern skills and able to act as a bridge between India's rich past and its future aspirations.

Additionally, this framework encourages the importance of Sanskrit as a medium of instruction to achieve Sanskrit teaching in Sanskrit. It promotes for the use of Simple Standard Sanskrit in classrooms, thereby strengthening the linguistic skills and deepening understanding of the discipline. It bridges the timeless wisdom enshrined in Sanskrit texts with the technological innovations of the modern era, fostering employability, critical thinking, interdisciplinary engagement, and research aptitude among learners.

I am grateful to the distinguished members of the UGC-constituted LOCF Committee, the sub-committees across all Sanskrit disciplines, the Co-ordination Committee, and all dedicated scholars and educators who contributed their expertise in crafting this comprehensive framework.

Let this framework inspire a new generation of learners and thinkers, rooted in tradition, equipped for innovation, and prepared to lead responsibly in the ever-evolving world.

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## KEY INFORMATION REGARDING THE PROGRAM FRAMEWORK

This LOCF of B.A. Hons. Double Majors is being presented as follows: -

1. ***Introduction***
2. ***Part – I (B.A. Hons. Sanskrit and Linguistics, Sanskrit and Defence Studies etc.)***
3. ***Part – II (Other Courses like MDs, SECs, VACs, AECs etc.)***

***The Introduction*** Part consists Making Sanskrit Aspirational, Promoting Sanskrit through Functional Integration, Not Isolation, etc.

***Part - I*** consist B.A. Hons. Sanskrit and Linguistics, Sanskrit and Defence Studies etc., which includes Major Courses and Minor Courses. These components are organized under the following nomenclature:

- **Major 1.1**
- **Minor 1.A.1**

The Major Courses follow a specific serial format such as Major 1.1, Major 2.1, etc., where the first digit denotes the year of the program and the second digit indicates the course number within that year.

For Minor Courses, an alphanumeric pattern such as Minor 1.A.1, Minor 2.A.1, etc., is used. Here, the first digit represents the year, the second digit corresponds to the course number, and the inclusion of the letter "A" distinctly marks it as a Minor Course.

***Part - II*** consists other important Multi-Disciplinary Courses (MDs), Skill Enhancement Courses (SECs) and Value-Added Courses (VACs). These components are organized under the following nomenclature:

- **MD 1**
- **SEC 1**
- **VAC 1**

In the case of ***MDs, SECs***, and ***VACs*** courses, the numeric identifiers reflect only the serial order of the respective courses and do not denote academic year or sequence.

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B.A. Hons. (Sanskrit and Journalism) .....

B.A. Hons. (Sanskrit and Translation studies) .....

B.A. Hons. (Sanskrit and Psychology) .....

B.A. Hons. (Sanskrit and Defence Studies) .....

**Part - II .....**

MDs, SECs, VACs, AECs etc. .....

**The contents are hyperlinked. Click on/touch the desired content to see.**

# INTRODUCTION

# LOCF-BASED UG PROGRAMMES WITH DOUBLE MAJORS IN SANSKRIT

The proposed **B.A. Hons. Double-Major Programmes in Sanskrit**, framed under the **LOCF and NEP 2020**, aim to re-envision Sanskrit as an **aspirational, inclusive, and future-ready knowledge system**. By integratively pairing Sanskrit with contemporary disciplines such as Linguistics, Journalism, Psychology, Social Sciences, Tourism, Translation, Defence Studies etc., the programmes restore Sanskrit's classical role as an interdisciplinary and applied medium of knowledge. Rooted in Indian Knowledge Systems yet aligned with modern pedagogical frameworks, they emphasize skill development, research orientation, ethical leadership, community outreach, and global engagement. The programmes seek to nurture culturally grounded, intellectually rigorous, and socially responsible graduates capable of contributing meaningfully to contemporary academia, professions, and society.

## SANSKRIT IS DISCIPLINE OF THE DISCIPLINES

Sanskrit is not just a classical language; It is the **"discipline of the disciplines."** it is the **intellectual and cultural foundation** of India's civilizational wisdom. Revered for its precision, depth and spiritual resonance, Sanskrit has long been a **discipline that houses and nurtures multiple other disciplines** within it. Hence, it is rightly referred to as a **"discipline of the disciplines."**

Sanskrit literature encompasses knowledge systems ranging from **grammar, logic and metaphysics to medicine, mathematics, astronomy and psychology**. The structure of Sanskrit education can be broadly categorized into three significant streams, each contributing uniquely to the

promotion and dissemination of this vast knowledge tradition -

**1. General Sanskrit Studies**

This area includes **undergraduate (BA) and postgraduate (MA) programs** in Sanskrit that focus on providing a **broad-based foundation** in the language, its literature and historical development. Students are introduced to:

- Sanskrit grammar
- Classical and modern Sanskrit literature
- Poetics and metrics
- Darshan (Philosophy)
- Linguistics and comparative philology
- Ved and Vedang

These programs aim to **create awareness and appreciation** of Sanskrit's richness and its influence on Indian culture, spirituality and intellectual traditions. They serve as a stepping stone for deeper explorations into Sanskrit studies.

**2. Shastric Studies**

This stream focuses on the **traditional śāstra-based education system**, covering rigorous study and interpretation of ancient texts. It includes BA and MA programs specializing in:

- **Vyakaraṇa**
- **Sāhitya (Classical Literature and Poetics)**
- **Darśana**
- **Jyotiṣa**
- **Veda**
- **Puran - Ithihas**

This stream embodies the **core intellectual traditions of India** and produces scholars who are custodians and carriers of the traditional Indian knowledge systems (IKS).

**3. Double Major Sanskrit Studies**

Recognizing the modern relevance and the **interdisciplinary potential of Sanskrit**, the **Double Major Sanskrit Studies** are being proposed. Programs that combine Sanskrit with contemporary fields come under this category, such as:

- **B.A. Hons. (Sanskrit and Social Sciences)**
- **B.A. Hons. (Sanskrit and Travel and Tourism)**
- **B.A. Hons. (Sanskrit and Sanskrit Linguistics)**
- **B.A. Hons. (Sanskrit and Journalism)**
- **B.A. Hons. (Sanskrit and Translation studies)**
- **B.A. Hons. (Sanskrit and Psychology and well-being)**
- **B.A. Hons. (Sanskrit and Defence Studies)**

These courses **bridge ancient wisdom with modern disciplines**, making Sanskrit not only relevant but also **integral to future innovation**.

Thus, Sanskrit as a discipline **encompasses a wide spectrum of knowledge systems**—traditional and contemporary.

| **General Sanskrit Discipline** | | | | |
|---|---|---|---|---|
| **S.No.** | **Programme** | **Courses** | **Credits** | **Remarks** |
| 1 | B.A. Hons. (Sanskrit) | | 160 | |
| **Shastric Discipline** | | | | |
| **S.No.** | **Programme** | **Courses** | **Credits** | **Remarks** |
| 1 | B.A. Hons. (Sahityam) | | 160 | |
| 2 | B.A. Hons. (Vyakaranam) | | 160 | |
| 3 | B.A. Hons. (Darshanam) | | 160 | |
| 4 | B.A. Hons. (Vedanta) | | 160 | |
| 5 | B.A. Hons. (Advaita Vedanta) | | 160 | |

| | | | | |
|---|---|---|---|---|
| 6 | B.A. Hons. (Vishishtadvaita Vedanta) | | 160 | |
| 7 | B.A. Hons. (Dvaita Vedanta) | | 160 | |
| 8 | B.A. Hons. (Akshara-purushottama Darshanam) | | 160 | |
| 9 | B.A. Hons. (Bauddha Darshanam) | | 160 | |
| 10 | B.A. Hons. (Jain Darshanam) | | 160 | |
| 11 | B.A. Hons. (Mimamsa) | | 160 | |
| 12 | B.A. Hons. (Nyaya & Vaisheshika) | | 160 | |
| 13 | B.A. Hons. (Sankhya Yoga) | | 160 | |
| 14 | B.A. Hons. (Ved-Karmakanda-Paurohitya) | | 160 | |
| 15 | B.A. Hons. (Siddhanta Jyotisha) | | 160 | |
| 16 | B.A. Hons. (Phalita Jyotisha) | | 160 | |
| 17 | B.A. Hons. (Vastu Shastra) | | 160 | |
| 18 | B.A. Hons. (Temple Culture & Management) | | 160 | |
| 19 | B.A. Hons. (Purana Itihasa) | | 160 | |
| **Double Major Programs** | | | | |
| **S.No.** | **Programme** | **Courses** | **Credits** | **Remarks** |
| 1 | B.A. Hons. (Sanskrit and Social Sciences) | | 160 | |
| 2 | B.A. Hons. (Sanskrit and Travel and Tourism) | | 160 | |
| 3 | B.A. Hons. (Sanskrit and Sanskrit Linguistics) | | 160 | |
| 4 | B.A. Hons. (Sanskrit and Journalism) | | 160 | |
| 5 | B.A. Hons. (Sanskrit and Translation studies) | | 160 | |
| 6 | B.A. Hons. (Sanskrit and Psychology and well-being) | | 160 | |
| 7 | B.A. Hons. (Sanskrit and Defence Studies) | | 160 | |

# MAKING SANSKRIT ASPIRATIONAL:
# REPOSITIONING SANSKRIT IN CONTEMPORARY HIGHER EDUCATION

The proposed B.A. Hons. Double-Major Programmes seek to decisively transform Sanskrit from a perceived classical or heritage-bound discipline into an aspirational, future-oriented academic choice. In modern education, aspiration is closely tied to relevance, mobility, and applicability. These programmes consciously align Sanskrit learning with contemporary domains such as Journalism, Psychology, Social Sciences, Defence Studies, Tourism, Linguistics, Translation Studies etc., thereby enabling learners to visualize Sanskrit as a living intellectual resource rather than a textual tradition.

From an IKS perspective, Sanskrit has never been isolated knowledge. Rare texts such as Kauṭilya's Arthashāstra, Śukranīti, Nāṭyaśāstra, Bṛhaspati-smṛti, and Vātsyāyana's Kāmaśāstra demonstrate applied knowledge systems dealing with governance, economics, communication, psychology, aesthetics, diplomacy, and social behaviour. These texts reflect what modern education now terms *interdisciplinary* and *applied learning*. By foregrounding such texts, the programmes challenge the misconception that Sanskrit is abstract or impractical.

Modern educational theorists like John Dewey emphasized education as preparation for social participation and problem-solving. Sanskrit education historically embodied this principle through texts like Hitopadeśa and Pañcatantra, which functioned as pedagogical tools for leadership training and ethical reasoning. Making Sanskrit aspirational, therefore, is not innovation imposed from outside, but a return to its original pedagogic intent, reinterpreted through LOCF and NEP 2020.

## PROMOTING SANSKRIT THROUGH FUNCTIONAL INTEGRATION

Unlike traditional curricula that promote Sanskrit as a self-contained linguistic or literary subject, the present programmes adopt a functional integration model, where Sanskrit interacts continuously with another disciplinary domain. This reflects the epistemic structure of classical Indian education, where no discipline existed in isolation. Texts such as Tarka-saṅgraha, Nyāya-sūtra, Mīmāṃsā-sūtra, and Vaiśeṣika-sūtra reveal deep intersections between language, logic, ontology, and epistemology paralleling modern interdisciplinary frameworks.

Promotion of Sanskrit, therefore, occurs not by rhetoric but by demonstrated intellectual utility. Modern education increasingly values meta-skills critical thinking, conceptual clarity, ethical reasoning, which Sanskrit grammatical and philosophical traditions cultivate rigorously. Pāṇini's Aṣṭādhyāyī, often compared to algorithmic systems and formal grammars, provides a powerful bridge between classical linguistic precision and modern computational thinking.

Thus, Sanskrit is promoted organically as a tool of thinking, analysis, and synthesis rather than as an isolated subject requiring preservation. This integration model ensures sustainability, relevance, and academic vitality.

## DOUBLE-MAJOR FRAMEWORK:
## A RETURN TO CLASSICAL KNOWLEDGE ECOLOGY

The double-major structure mirrors the ancient Indian gurukula and śāstra-based education, where learners simultaneously studied grammar (Vyākaraṇa), Logic (Nyāya), Ethics (Dharmaśāstra), Aesthetics (Alaṅkāra), and Applied Sciences.

NEP 2020's emphasis on multidisciplinary education finds strong resonance here. Sanskrit functions as a conceptual anchor discipline, while the allied major provides field-specific application. This dual structure develops cognitive flexibility, systems thinking, and intellectual adaptability—skills now emphasized by global universities.

Modern comparative education recognizes that mono-disciplinary graduates often lack integrative thinking. Classical Sanskrit pedagogy avoided this limitation by ensuring cross-disciplinary exposure. The proposed programmes revive this model within a LOCF-compliant, credit-based structure, producing graduates capable of navigating complex knowledge ecosystems.

## SANSKRIT FOR THE FUTURE:
## KNOWLEDGE SYSTEMS, TECHNOLOGY, AND GLOBAL THOUGHT

Sanskrit's structured syntax, semantic precision, and rule-based grammar make it uniquely suited for future domains such as AI, NLP, digital humanities, and cognitive sciences. Scholars have frequently compared Aṣṭādhyāyī with formal programming languages. Texts like Śabdakaustubha and Vaiyākaraṇa-bhūṣaṇa demonstrate meta-linguistic awareness parallel to modern linguistic theory.

By integrating Sanskrit with linguistics, psychology, and social sciences, these programmes prepare students to participate in future knowledge creation. Sanskrit is thus positioned not as a relic, but as an epistemic technology a language capable of modelling reality, cognition, and ethics.

## SANSKRIT FOR CONTEMPORARY SKILLS AND EMPLOYABILITY

The programmes embed skill development in translation, communication, interpretation, heritage management, and wellbeing facilitation. Texts like Arthaśāstra and Nītiśāstra offer applied governance and strategic reasoning comparable to modern public administration and defence studies.

Graduates emerge with discipline-specific competencies plus Sanskrit-enabled analytical depth, enhancing employability across sectors.

# SANSKRIT FOR OUTREACH AND INCLUSIVENESS

## Sanskrit as a Medium of Social Outreach

Sanskrit historically functioned as a vehicle of social communication and ethical discourse, not limited to elite circles. Narrative texts such as the Mahābhārata, Rāmāyaṇa, Pañcatantra, Hitopadeśa, and Purāṇas were consciously structured for oral transmission, public recitation, and societal instruction. This parallels modern outreach education, which emphasizes accessibility, storytelling, and community engagement.

## Inclusiveness through Double Major Application

By linking Sanskrit with journalism, psychology, tourism, social sciences, and defence studies etc., learners from diverse socio-academic backgrounds find multiple entry points into Sanskrit studies. This aligns with NEP 2020's commitment to equity and inclusivity.

The proposed LOCF-based double-major programmes in Sanskrit represent a comprehensive re-envisioning of Sanskrit education for the 21st century. By integrating Sanskrit with contemporary disciplines, skill development, research orientation, outreach, and leadership training, these programmes restore Sanskrit to its original role as a living, applied, and socially engaged knowledge system. Rooted in Indian Knowledge Systems yet aligned with NEP 2020 and global academic trends, the programmes promote inclusiveness, intellectual rigor, ethical reasoning, and future readiness. Graduates are envisioned not merely as degree holders, but as culturally grounded professionals, researchers, thought leaders, and knowledge ambassadors capable of contributing meaningfully to academia, society, policy, and global discourse. Through this framework, Sanskrit becomes aspirational, contemporary, and transformative bridging tradition with innovation, and heritage with the future.

## LEARNING OBJECTIVES FOR SANSKRIT EDUCATION

Some of the general objectives for Sanskrit curricula at various levels of higher education include:

- To foster holistic development by integrating interdisciplinary learning and ethical values, preparing students to face modern challenges while staying rooted in the cultural heritage of Sanskrit.
- To enhance students' skills by incorporating modern sciences and technologies, bridging the gap between traditional Sanskrit studies and contemporary fields such as digital humanities, environmental sciences and artificial intelligence.
- To promote lifelong learning by offering flexible academic pathways, skill upgrading and personalized learning experiences that empower students to adapt to personal and professional growth over time.
- To ensure equity and accessibility by offering inclusive, diverse and alternative education models that address socio-economic disparities and cater to learners from varied backgrounds.
- To focus on competency-based learning, fostering critical thinking, problem-solving and real-world application of Sanskrit knowledge.

## LEARNING OUTCOMES FOR SANSKRIT EDUCATION

The learning outcomes for Sanskrit education under the LOCF framework encompass a wide range of subject-specific and general skills, ensuring that students are equipped to contribute to further academic pursuits, professional careers and responsible citizenship. Upon completing the program, students will have demonstrated the following competencies:

- **Comprehensive Knowledge of Sanskrit**: Students will acquire in-depth knowledge of Sanskrit grammar, literature and classical texts, providing a strong foundation for advanced studies in Sanskrit, Indian philosophy, linguistic and cultural studies.
- **Interdisciplinary Knowledge and Application**: Students will gain the ability to apply Sanskrit knowledge to modern challenges, including environmental sustainability, digital humanities etc. They will bridge ancient wisdom with contemporary scientific innovations.
- **Problem-Solving and Innovation**: By engaging with traditional Sanskrit texts, students will develop the ability to analyze complex problems and provide innovative solutions that integrate both ancient knowledge and modern scientific practices.
- **Ethical and Social Responsibility**: Students will understand and promote the ethical values embedded in Sanskrit, such as social justice, sustainability and universal brotherhood. They will be prepared to lead with integrity in both their personal and professional lives.
- **Research and Analytical Skills**: Sanskrit education under the LOCF framework will cultivate critical thinking, research capabilities and analytical skills, enabling students to contribute meaningfully to academic research and practical applications in various fields.

The ultimate aim of Sanskrit education through the LOCF framework is to create a new generation of scholars and professionals who can bridge the gap between ancient knowledge and modern innovations. Through the integration of Sanskrit with modern sciences, technology and ethical practices, LOCF ensures that students not only contribute to preserving the heritage of Indian Knowledge Systems (IKS) but also leverage that knowledge to address the pressing challenges of the contemporary world.

## GRADUATE ATTRIBUTES IN SANSKRIT

The graduate attributes in Sanskrit education are the outline of the expected course learning outcomes mentioned in the beginning of each course. The characteristic attributes that a Sanskrit graduate will be able to demonstrate through learning various courses are listed below:

**(a) Disciplinary Knowledge**

Capability of executing comprehensive knowledge and understanding of one or more disciplines that form part of Sanskrit.

**(b) Communication Skills**

i. Ability to communicate the ideas in Simple Standard Sanskrit;
ii. Ability to show the importance of Sanskrit in the field of Sciences, Humanities, Social Sciences and Languages.
iii. Ability to communicate the idea that Sanskrit is not just language but vehicle of ancient wisdom of all the branches of knowledge.

**(c) Critical Thinking**

i. Ability to engage in reflective and independent thinking by understanding the concepts of ancient logic.
ii. Ability to think critically in order to analyse the rich wisdom prefunded by Rishis.

**(d) Problem Solving**

i. Capability to find the solutions for various problems appearing in different parts of life and applying them for proper results.
ii. Capabilities to analyse and synthesize data and derive inferences for valid conclusion;
iii. Capability to deduce a social or moral problem and apply the classroom learning into practice to offer a solution for the same;

**(e) Research Related Skills**

i. Ability to do inter-disciplinary or multi-disciplinary research.
ii. Ability to find out the base for todays' scientific advancements from Shastras.
iii. Ability to find the sustainable way of life as narrated in Shastras.

**(f) Information and Communication Technology (ICT) Digital Literacy**

Capability to use various technical ICT tools.

**(g) Self-Directed Learning**

Capability to work independently in diverse projects and ensure detailed study of various facets of Sanskrit.

**(h) Moral and Ethical Awareness**

i. Ability to ascertain unethical behaviour, falsification and manipulation of information;
ii. Ability to manage self and various social systems.

**(i) Lifelong Learning**

Capability of self-paced and self-directed learning aimed at personal development.

**(j) Linguistic Proficiency**

Strong command of Sanskrit, both in comprehension and composition.

**(k) Cultural Awareness**

Understanding of India's intellectual, spiritual and literary heritage.

**(l) Interdisciplinary Approach**

Capability to relate Sanskrit knowledge to other disciplines such as science, technology, health and policy.

## QUALIFICATION DESCRIPTORS FOR SANSKRIT GRADUATES

As Sanskrit is considered as an area where we tend to study different aspects that impact the world like social, political, legal, economic, moral, etc., the qualification descriptors for a B.A. Hons. (Sanskrit) programme include the following:

- Demonstration of deeper understanding of the Sanskrit and Sanskrit Shastras.
- Application of knowledge to comprehend the rich ancient wisdom in Simple Standard Sanskrit.
- Demonstration of comprehensive knowledge of various Shastras of Sanskrit (IKS) and Contemporary Knowledge Systems.
- Demonstration of multidisciplinary approach towards Sanskrit as it has vast knowledge of disciplines like economics, politics, law, mathematics, physics, chemistry etc.
- Comprehensive knowledge about current topics and the scholarly research pertaining to chosen areas, also techniques and skills required to comprehend contemporary issues.

# CREDIT DISTRIBUTION

**Academic Credit**: It is a unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.

**Minimum Credit Requirements to Award Degree under Each Category**

| S. No. | Broad Category of Course | Minimum Credit Requirement as per UGC | |
|---|---|---|---|
| | | 3-Year UG | 4-Year UG |
| 1 | Major (Core) | 60 | 80 |
| 2 | Minor Stream | 24 | 32 |
| 3 | Multidisciplinary | 09 | 09 |
| 4 | Ability Enhancement Courses (AEC) | 08 | 08 |
| 5 | Skill Enhancement Courses (SEC) | 09 | 09 |
| 6 | Value Added Courses common for all UG | 06-08 | 06-08 |
| 7 | Summer Internship | 02-04 | 02-04 |
| 8 | Research Project / Dissertation | ------- | 12 |
| | **Total** | 120 | 160 |

**1.** ***Major or Core*****:** It is a course of study, which should be pursued by a student as a mandatory requirement of his/her program of study.

**2.** ***Minor*****:** It shall be a pool of credit courses of that particular discipline (single discipline program of study) or those disciplines (multidisciplinary program of study), as the case may be, which a student chooses to study from his/her particular discipline(s).

**3.** ***Multidisciplinary*****:** It shall be a pool of courses which is meant to provide multidisciplinary or interdisciplinary education to students. GEs shall consist of a pool of courses offered by various disciplines of study (excluding the GEs offered by the parent discipline), in groups of odd and even semesters, from which a student can choose.

**4.** ***Ability Enhancement Course (AEC)*****:** AECs are the courses based upon the content that leads to knowledge enhancement through various areas of study. They are Language and Literature and Environmental Science and Sustainable Development which will be mandatory for all disciplines.

**5.** ***Skill Enhancement Course (SEC)*****:** SEC-s are skill-based courses in all disciplines and are aimed at providing hands-on training, competencies, proficiency and skills to students.

**6.** ***Value Addition Course (VAC)*****:** VAC-s are common pool of courses offered by different disciplines and aimed towards personality building; embedding ethical, cultural values; promote critical thinking, Indian Knowledge Systems, scientific temperament,

communication skills, creative writing, presentation skills and Physical education (Yoga) which will help in holistic development of students.

| NHEQF Level | Qualification Title/ Nomenclature | Credit Requirement |
|---|---|---|
| Level 5 | UG Certificate in the field of learning/discipline for those who exit after successful completion of Semester II. (Programme duration: 2 semesters of the undergraduate programme) | 40 |
| Level 6 | UG Diploma in the field of learning/discipline for those who exit after successful completion of Semester IV. (Programme duration: 4 semesters of the undergraduate programme) | 80 |
| Level 7 | Bachelor's Degree for those who opt for single discipline core courses and exit after successful completion of Semester VI.<br>(Programme duration: 6 semesters) | 120 |
| Level 8 | Bachelor's Degree (Honors with Research/Academic Projects/Entrepreneurship) for those who opt for single discipline core courses and exit after successful completion of Semester VIII.<br>(Programme duration: 8 semesters) | 160 |

# PROPOSED CREDIT STRUCTURE OF UG PROGRAMME AS PER NEP-2020

| | Three Year UG | | | | | | | | | | | | | Four Year UG | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Course Category** | **Sem 1 Papers** | **Sem 1 Credit** | **Sem 2 Papers** | **Sem 2 Credit** | **Sem 3 Papers** | **Sem 3 Credit** | **Sem 4 Papers** | **Sem 4 Credit** | **Sem 5 Papers** | **Sem 5 Credit** | **Sem 6 Papers** | **Sem 6 Credit** | **Total Credit** | **Sem 7 Papers** | **Sem 7 Credit** | **Sem 8 Papers** | **Sem 8 Credit** | **Total Credit** |
| **Major** | 3 | 12 | 3 | 12 | 3 | 12 | 3 | 12 | 2 | 8 | 1 | 4 | 60 | 3 | 12 | 2 | 8 | 80 |
| **Minor** | 0 | 0 | 0 | 0 | 1 | 4 | 1 | 4 | 2 | 8 | 2 | 8 | 24 | 1 | 4 | 1 | 4 | 32 |
| **Multi-disciplinary** | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 1 | 3 | 1 | 3 | 9 | 0 | 0 | 0 | 0 | 9 |
| **SEC-** | 1 | 2 | 1 | 2 | 1 | 2 | 0 | 0 | 0 | 0 | 1 | 3 | 9 | 0 | 0 | 0 | 0 | 9 |
| **VAC-** | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 0 | 0 | 8 | 0 | 0 | 0 | 0 | 8 |
| **AEC** | 1 | 4 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 0 | 0 | 0 | 8 |
| **Internship** | | | | | | | | | | | | 2 | 2 | | | | | 2 |
| **Research Project** | | | | | | | | | | | | | 0 | | 4 | | 8 | 12 |
| Total | 6 | 20 | 6 | 20 | 6 | 20 | 6 | 20 | 6 | 20 | 5 | 20 | 120 | 4 | 20 | 3 | 20 | 160 |

# PROPOSED ASSESSMENT FORMAT

- The proposed Assessment Framework for Double Majors B.A. Hons. (Sanskrit) and General Disciplines is as follows:

**Assessment**

**(a) Evaluation by Semester-end examination -**

1. Answers to Multiple choice questions.
2. Writing answers in one sentence.
3. Short answer questions.
4. Long answer questions.

**(b) Continuous Evaluation -**

**The assessment should be based on any four of the following:**

1. Participation in workshops.
2. Writing assignments.
3. Producing videos based on the topic of the text.
4. Participation in the Sastra Sanjeevani programme.
5. Presentation of the topic in the Vagvardhini Parishad.

****Note:** The university may modify/add the required changes as per it's needs. It may include Project work/Practical work (Subjectwise/Classwise) etc. as the case may be. This Framework is purely proposed in nature.

# PROPOSED CREDIT DISTRIBUTION

- The proposed credit distribution for Double Majors B.A. Hons. (Sanskrit) and General Disciplines is as follows:

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| | | 4 | 0 | 0 | 4 |

**Note: All the courses are already given with a Proposed Credit Distribution, which is purely proposed in nature. The university may assign credits to tutorials/practical as the case may be and according to their assessment strategies.

# PART - I

**DOUBLE MAJOR PROGRAM**

# B.A. Hons.

# Sanskrit and Social Sciences

# Learning Outcomes-based Curriculum Framework
## For
## UG Double Major Program in
## Sanskrit and Social Sciences

## 2025

ज्ञान-विज्ञान विमुक्तये
UGC

**UNIVERSITY GRANTS COMMISSION**
BAHADUR SHAH ZAFAR MARG
NEW DELHI – 110002

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# INTRODUCTION OF THE PROGRAM

The B.A. (Hons.) Sanskrit and Social Sciences program is designed to equip students with a strong foundation in Sanskrit language, literature, and knowledge systems, with a special emphasis on social science discourses. The curriculum reflects the vision of the NEP 2020, focusing on integrating traditional Indian wisdom with modern educational goals. Through a structured learning path, students gain both theoretical and practical understanding of Sanskrit texts, philosophies and applications. The program supports the dissemination of Sanskrit as a living tradition and prepares students for a range of academic, research and professional opportunities.

In the contemporary world, the disciplines under the broad umbrella of social sciences - such as Economics, Sociology, Political Science, and Public Policy - play a vital role in understanding and shaping human society. However, the dominant frameworks in these fields have largely evolved within the European intellectual tradition. As a result, much of what is taught and discussed today is deeply influenced by European experiences, contexts, and conceptual foundations, which may not always resonate with the Indian civilizational experience.

In the Indian context, the term Arthashastra served as a comprehensive framework encompassing many of these domains. Ancient and medieval Indian scholars developed sophisticated ideas and well-structured theories concerning governance, economy, polity, ethics, and social organization. A rich corpus of Arthashastra texts emerged over time, presenting systematic discussions on administration, law, economics, and public policy. Historical evidence further suggests that political and social organizations across different periods functioned in alignment with many of these principles, indicating a coherent and mature indigenous intellectual tradition.

However, with the onset of colonization, India experienced a profound disconnection from its own knowledge traditions. The colonial education system and epistemic frameworks replaced indigenous models of thought with European ones, resulting in a gradual marginalization of Indian perspectives in these areas. Consequently, the Bharatiya Arthashastra tradition and related frameworks have remained largely unexplored or underrepresented in modern academic discourse.

Today, there is a pressing need to reconstruct, reinterpret, and rearticulate these indigenous ideas - not as mere historical curiosities, but as living frameworks that can meaningfully contribute to the contemporary understanding of society, polity, and economy.

This program seeks to address that gap. It aims to integrate the Sanskrit knowledge tradition with modern social science discourses, enabling students to engage with both classical and contemporary frameworks critically. By doing so, the program equips learners to develop fresh perspectives - rooted in Indian thought yet responsive to present-day realities - thus contributing to the emergence of a more inclusive and balanced global discourse in the social sciences.

# OBJECTIVES OF THE PROGRAM

- To help students appreciate and communicate the cultural and intellectual heritage of Sanskrit.
- To train students in spoken and written Sanskrit for accurate and effective communication.
- To provide knowledge of Indian Knowledge Systems in philosophy, polity, poetics, linguistics, and ethics.
- To enable students to compare Indian and non-Indian perspectives in the social sciences.
- To encourage students to integrate ideas from Sanskrit and social sciences for holistic thinking.
- To guide students to carry out interdisciplinary research using classical texts, modern methodologies, and relevant digital/analytical tools.
- To build strong communication, leadership, and teamwork skills for academic and professional growth.
- To develop critical thinking, ethical values, and problem-solving abilities with effective use of research tools and resources.

# OUTCOMES OF THE PROGRAM

After the completion of the B.A. Hons. (Sanskrit and Social Sciences) program, Students will be able to:

| PLO Code | Program Learning Outcomes (PLOs) for UG Program |
|---|---|
| **PLO 1** | ● **Rootedness:** Preserve and promote Sanskrit traditions, contribute to academic growth, and enhance public understanding.<br>● Interpret, analyze, and communicate India's philosophical, cultural and literary heritage effectively. |
| **PLO 2** | ● **Indian Knowledge System (IKS):** Engage with India's knowledge systems critically, assess their relevance, and apply informed perspectives. |
| **PLO 3** | ● **Futuristic:** Conduct rigorous academic research, organize findings systematically, and present them in a scholarly manner. |
| **PLO 4** | ● **Mult disciplinarity:** Apply Sanskrit knowledge across contemporary domains within the broader umbrella of social sciences, such as history, sociology, political thought, environmental studies, and linguistics. |
| **PLO 5** | ● **Employability:** Read, analyze, and evaluate Sanskrit texts from diverse genres and historical periods, and apply acquired knowledge across various professional and academic domains. |

# PROGRAM OUTCOME MAPPING FOR MAJOR COURSES

| Course Name | Rootedness | IKS | Futuristic | Employability | Values, Skills, and Multidisciplinary | Disciplinary Knowledge | Difficulty Level |
|---|---|---|---|---|---|---|---|
| Sanskrit for Communication | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit Kavya and Alankara | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit Vyakarana – Samjna, Paribhasha and Sandhi | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Cultural Heritage of Bharat – Temple Architecture and Sculpture | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Intellectual Heritage of Bharat – 1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Introduction to Smṛiti Literature | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit Nataka and Natakalakshana | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit through Arthaśāstra – I | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Fundamentals of Bhāratīya jñāna paramparā | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Foundations of Indian Culture | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Cultural Heritage of Bharat – Palaces, Forts, Inscriptions and Festivals | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Intellectual Heritage of Bharat – 2 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit through Arthaśāstra – II | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit Vyakarana – Karaka and Samasa | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Vedānta Schools of Indian Philosophy (Advaita, Dvaita, Viśiṣṭādvaita) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Indian Epigraphy I | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Environmental Awareness in Sanskrit Literature | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Political Thoughts: Western and Indian Perspectives | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit Chandah-Shastra | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Non-Vedāntic Āstika Schools (Mīmāṃsā, Nyāya, Sāṅkhya, Yoga) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Modern Sanskrit Writings | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Revisiting the History of Bharat | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Indian Epigraphy II | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Introduction to Itihasa Puran Tradition | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Vedic Literature | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Nāstika Schools and Selected Western Philosophical Traditions | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sahitya Shastra: *Rasa and Dhvani* | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Textual study of Tarkasamgraha - 1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Administrative Foundations in Kautilya's Arthashastra (Vinayadhikarana) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Rethinking Social Sciences: An Indic Perspective | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sociology in the Pre-Common Era: Comparative Civilizational Perspectives | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sahitya shastra – 2 Auchitya, Vakrokti, Alankara, Riti & Guna | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit Writing: Translation, Composition, and Creativity | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Bhāratīya Arthaśāstra Tradition | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Textual Study of Tarkasamgraha - 2 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Administrative Foundations in Kautilya's Arthashastra (Adhyakshaprachara) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Religion, Traditions and Secularism: Comparative Perspectives from Europe and India | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Humanitarian Law, Human Rights and Intervention | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Modern Linguistics for Sanskritists | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Vedic Language and Literature | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Navya Nyaya Language and Methodology | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Law and Order in Kautilya's Arthashastra (Dharmasthiya and Kantakashodhana) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Research Methods and Theory | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Panchayati Raj: Reclaiming Indigenous Governance | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sustainable Development and Bhāratīya Jñāna Paraṃparā | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| The Tradition of Vedic Commentaries | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit Theatre and Script Writing | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Modern Trends in Sanskrit Literature | | | | | | | |
| Recent Research in Indian Perspectives on Social Sciences | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| State Dynamics and International Relations in Kautilya's Arthashastra (Yogavrittam, Mandalayonih, Shaadgunyam, and summary topics) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Stature of Women in Indian Society: Ancient to Modern Era | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Internship | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Dissertation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

# PROGRAM OUTCOME MAPPING FOR MINOR COURSES

| Course Name | Rootedness | IKS | Futuristic | Employability | Value, Skill and Multidisciplinary | Disciplinary Knowledge | Difficulty Level |
|---|---|---|---|---|---|---|---|
| Introduction to Smṛiti Literature | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Education in India: Insights from Dharampal's The Beautiful Tree | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Feminism and Gender Studies | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Panchayati Raj: Reclaiming Indigenous Governance | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Political Thoughts: Western and Indian Perspectives | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Religion, Traditions and Secularism: Comparative Perspectives from Europe and India | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Humanitarian Law, Human Rights and Intervention | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Rethinking Social Sciences: An Indic Perspective | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sociology in the Pre-Common Era: Comparative Civilizational Perspectives | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Political Thought in Sanskrit Literature | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sustainable Development and Bharatiya Jnanaparampara | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Stature of Women in Indian Society: Ancient to Modern Era | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Tantrayukti: Classical Methods for Organizing Thought and Discourse | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Civilization and Society in India: A Case Study of Vijayanagara | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

# POOL OF MAJOR COURSES

| S. No. | | Course Name | Course Credit | Course Level |
|---|---|---|---|---|
| | | **Sanskrit Majors** | | |
| 1 | FIRST YEAR MAJORS | Major 1.1: Sanskrit for Communication | 4 | 100-199 |
| 2 | | Major 1.2: Sanskrit Kavya and Alankara | 4 | 100-199 |
| 3 | | Major 1.3: Sanskrit Vyakarana - Samjna, Paribhasha, and Sandhi | 4 | 100-199 |
| | | **Social Sciences Majors** | | |
| 4 | | Major 1.4: Cultural Heritage of Bharat - Temple Architecture and Sculpture | 4 | 100-199 |
| 5 | | Major 1.5: Intellectual Heritage of Bharat - 1 | 4 | 100-199 |
| 6 | | Major 1.6: Introduction to Smṛiti Literature | 4 | 100-199 |
| | | **Sanskrit Majors** | | |
| 7 | | Major 1.7: Sanskrit Nataka and Natakalakshana | 4 | 100-199 |
| 8 | | Major 1.8: Sanskrit through Arthaśāstra - I | 4 | 100-199 |
| 9 | | Major 1.9: Fundamentals of Bhāratīya jñāna paramparā | 4 | 100-199 |
| | | **Social Sciences Majors** | | |
| 10 | | Major 1.10: Foundations of Indian Culture | 4 | 100-199 |
| 11 | | Major 1.11: Cultural Heritage of Bharat – Palaces, Forts, Inscriptions and Festivals | 4 | 100-199 |
| 12 | | Major 1.12: Intellectual Heritage of Bharat - 2 | 4 | 100-199 |
| | | **Sanskrit Majors** | | |
| 13 | SECOND YEAR MAJORS | Major 2.1: Sanskrit through Arthaśāstra - II | 4 | 200-299 |
| 14 | | Major 2.2: Sanskrit Vyakarana - Karaka and Samasa | 4 | 200-299 |
| 15 | | Major 2.3: Vedānta Schools of Indian Philosophy (Advaita, Dvaita, Viśiṣṭādvaita) | 4 | 200-299 |
| | | **Social Sciences Majors** | | |
| 16 | | Major 2.4: Indian Epigraphy I | 4 | 200-299 |
| 17 | | Major 2.5: Environmental Awareness in Sanskrit Literature | 4 | 200-299 |
| 18 | | Minor 2.6: Political Thoughts – Western and Indian Perspectives | 4 | 200-299 |
| | | **Sanskrit Majors** | | |
| 19 | | Major 2.7: Sanskrit Chandaśśāstra | 4 | 200-299 |
| 20 | | Major 2.8: Non-Vedāntic Āstika Schools (Mīmāṃsā, Nyāya, Sāṅkhya, Yoga) | 4 | 200-299 |
| 21 | | Major 2.9: Modern Sanskrit Writings | 4 | 200-299 |
| | | **Social Sciences Majors** | | |
| 22 | | Major 2.10: Revisiting the History of Bharat | 4 | 200-299 |
| 23 | | Major 2.11: Indian Epigraphy II | 4 | 200-299 |

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|---|---|---|---|---|
| 24 | | Major 2.12: Introduction to Itihāsa & Purāṇa Tradition | 4 | 200-299 |
| | | **Sanskrit Majors** | | |
| 25 | THIRD YEAR MAJORS | Major 3.1: Vedic Literature | 4 | 300-399 |
| 26 | | Major 3.2: Nāstika Schools & Selected Western Philosophical Traditions | 4 | 300-399 |
| 27 | | Major 3.3: Sahitya Śāstra – Rasa and Dhvani | 4 | 300-399 |
| 28 | | Major 3.4: Textual Study of Tarkasaṃgraha - I (Up to Pratyakṣa) | 4 | 300-399 |
| | | **Social Sciences Majors** | | |
| 29 | | Major 3.5: Administrative Foundations in Kautilya's Arthaśāstra (Vinayādhi karaṇa) | 4 | 300-399 |
| 30 | | Minor 3.6: Rethinking Social Sciences - An Indic Perspective | 4 | 300-399 |
| 31 | | Minor 3.7: Sociology in the Pre-Common Era - Comparative Civilizational Perspectives | 4 | 300-399 |
| | | **Sanskrit Majors** | | |
| 32 | | Major 3.8: Sahitya Śāstra - II (Aucitya, Vakrokti, Alaṅkāra, Rīti & Guṇa) | 4 | 300-399 |
| 33 | | Major 3.9: Sanskrit Writing - Translation, Composition and Creativity | 4 | 300-399 |
| 34 | | Major 3.10: Bhāratīya Arthaśāstra Tradition | 4 | 300-399 |
| 35 | | Major 3.11: Textual Study of Tarkasaṃgraha - II (Anumāna to Śabda) | 4 | 300-399 |
| | | **Social Sciences Majors** | | |
| 36 | | Major 3.12: Administrative Foundations in Kautilya's Arthaśāstra (Adhyakṣaprachāra) | 4 | 300-399 |
| 37 | | Major 3.13: Religion, Traditions and Secularism - European & Indian Perspectives | 4 | 300-399 |
| 38 | | Major 3.14: Humanitarian Law, Human Rights and Intervention | 4 | 300-399 |
| | | **Sanskrit Majors** | | |
| 39 | FOURTH YEAR MAJORS | Major 4.1: Modern Linguistics for Sanskritists | 4 | 400-499 |
| 40 | | Major 4.2: Vedic Language and Literature | 4 | 400-499 |
| 41 | | Major 4.3: Navya Nyāya Language and Methodology | 4 | 400-499 |
| | | **Social Sciences Majors** | | |
| 42 | | Major 4.4: Law and Order in Kautilya's Arthaśāstra (Dharmasthīya & Kaṇṭakaśodhana) | 4 | 400-499 |
| 43 | | Major 4.5: Research Methods and Theory | 4 | 400-499 |
| 44 | | Major 4.6: Panchayati Raj - Reclaiming Indigenous Governance | 4 | 400-499 |
| 45 | | Major 4.7: Sustainable Development and Bhāratīya Jñāna Paramparā | 4 | 400-499 |
| | | **Sanskrit Majors** | | |
| 46 | | Major 4.8: The Tradition of Vedic Commentaries | 4 | 400-499 |
| 47 | | Major 4.9: Sanskrit Theatre and Script Writing | 4 | 400-499 |
| 48 | | Major 4.10: Modern Trends in Sanskrit Literature | 4 | 400-499 |
| | | **Social Sciences Majors** | | |

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|---|---|---|---|---|
| 49 | | Major 4.11: Recent Research in Indian Perspectives on Social Sciences | 4 | 400-499 |
| 50 | | Major 4.12: State Dynamics & International Relations in Kautilya's Arthaśāstra (Yogavṛtta, Maṇḍala, Ṣāḍguṇya) | 4 | 400-499 |
| 51 | | Major 4.13: Stature of Women in Indian Society – Ancient to Modern Era | 4 | 400-499 |
| 52 | | Major 4.14: Internship | 4 | 400-499 |
| 53 | | Major 4.15: Dissertation | 4 | 400-499 |

# POOL OF MINOR COURSES

| S. No. | | Course Name | Course Credit | Course Level |
|---|---|---|---|---|
| 1 | SECOND YEAR MINORS | Minor 2.A.1: Introduction to Smṛiti Literature | 4 | 200-299 |
| 2 | | Minor 2.A.2: Education in India: Insights from Dharampal's *The Beautiful Tree* | 4 | 200-299 |
| 3 | | Minor 2.A.3: Feminism and Gender Studies | 4 | 200-299 |
| 4 | THIRD YEAR MINORS | Minor 3.A.1: Panchayati Raj: Reclaiming Indigenous Governance | 4 | 300-399 |
| 5 | | Minor 3.A.2: Political Thoughts: Western and Indian Perspectives | 4 | 300-399 |
| 6 | | Minor 3.A.3: Religion, Traditions and Secularism: Comparative Perspectives from Europe and India | 4 | 300-399 |
| 7 | | Minor 3.A.4: Humanitarian Law, Human Rights and Intervention | 4 | 300-399 |
| 8 | | Minor 3.A.5: Rethinking Social Sciences: An Indic Perspective | 4 | 300-399 |
| 9 | | Minor 3.A.6: Sociology in the Pre-Common Era: Comparative Civilizational Perspectives | 4 | 300-399 |
| 10 | | Minor 3.A.7: Political Thought in Sanskrit Literature | 4 | 300-399 |
| 11 | | Minor 3.A.8: Sustainable Development and Bharatiya Jnanaparampara | 4 | 300-399 |
| 12 | FOURTH YEAR MINORS | Minor 4.A.1: Stature of Women in Indian Society: Ancient to Modern Era | 4 | 400-499 |
| 13 | | Minor 4.A.2: Tantrayukti: Classical Methods for Organizing Thought and Discourse | 4 | 400-499 |
| 14 | | Minor 4.A.3: Civilization and Society in India: A Case Study of Vijayanagara | 4 | 400-499 |

# FIRST YEAR: MAJOR PAPERS

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

# SEMESTER - 1

# SANSKRIT MAJORS

**Major 1.1: Sanskrit for Communication**

**Course objectives:**

1. To equip students with a working knowledge of spoken Sanskrit.
2. To enable effective communication in both spoken and written Sanskrit.
3. To familiarize students with common Sanskrit idioms and expressions from texts.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Demonstrate working knowledge of spoken Sanskrit in everyday contexts.
2. Communicate effectively in both spoken and written Sanskrit.
3. Interpret and apply Sanskrit idioms and expressions found in texts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.1 | Sanskrit for Communication | 03 | 01 | 0 | 04 |

**Details of Course:**

**Unit I Vibhakti and Lakāra 1.** **Credit 1**

- Prathamā and Dvitīya vibhaktiḥ
- Tṛtīyā and Caturthī vibhaktiḥ
- Laṭ-lakāraḥ
- Lṛṭ -lakāraḥ
- La ṅ -lakāraḥ
- Ktavatu, sma
- Śabdarūpāṇi- Rāma, Sītā, Nadī, Vana
- Dhāturūpāṇi - bhū, paṭh (Laṭ, La ṅ, Lṛṭ, Loṭ lakārāḥ)

**Unit II Vibhakti and Lakāra 2.** **Credit 1**

- Pañcamī and Ṣaṣṭhī vibhaktiḥ
- Saptamī vibhaktiḥ
- Loṭ-lakāraḥ
- Ktvā, lyap, tumun
- Upasargāḥ
- Praśnavāchaka-śabdāḥ
- Śabdarūpāṇi- Tad, Etad, Bhavat, Asmad, Yuṣmad
- Dhāturūpāṇi- jñā, kṛ, śru, dā (Laṭ, La ṅ, Lṛṭ, Loṭ lakārāḥ)

**Unit III Viśeṣaṇa- viśeṣya-bhāva.** **Credit 1**

- Viśeṣaṇa-viśeṣya-bhāvaḥ
- Sarvanāmaśabdāḥ
- Guṇavācakaśabdāḥ
- Saṃkhyā - Pūraṇa-pratyayāntāḥ
- Tavyat and anīyar pratyayaḥ
- Ātmanepadi-dhātavaḥ
- Śabdarūpāṇi- Hari, Guru, Mati, Kartṛ
- Dhāturūpāṇi - Edha, Spardha (Laṭ, Laṅ, Lṛṭ, Loṭ lakārāḥ)

**Unit IV Prayogaḥ - Lat, Lṛt, Kta-Ktavatu, Loṭ.** **Credit 1**

- Karmaṇi-prayogaḥ
- Bhāve-prayogaḥ

**Unit V Ṇatvam, Ṣatvam, Ṇic, Śatṛ and Śānac.** **Credit 1**

- Ṇatvam
- Ṣatvam
- Ṇijanta-prayogaḥ
- Śatṛ and Śānac

**Unit VI Kṛt and Taddhita.** **Credit 1**

- Ṇvul and Tṛc
- Lyuṭ, Ktin
- Tva, Tal and Ṣyañ

**Essential/Recommended Readings/Texts:**

1. *Prathamadīkṣā*, Rashtriya Sanskrit Sansthan, New Delhi
2. *Dvitīyadīkṣā*, Rashtriya Sanskrit Sansthan, New Delhi
3. *Vibhaktivallarī,* Samskrita Bharati, Bangalore
4. Ṇ *atva*-Ṇ *ijantam*, Samskrita Bharati, Bangalore
5. Śatṛ -śā*najanta-mañjar*ī, Samskrita Bharati, Bangalore

**Additional Readings:**

1. *Sambh*āṣa*ṇasop*ā*nam,* Samskrita Bharati, Bangalore
2. *Abhy*ā*sadarśini*, Samskrita Bharati, Bangalore
3. *Gī*tā-*praveśa*ḥ 1 and 2, Samskrita Bharati, Bangalore

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

**Major 1.2: Sanskrit Kavya and Alankara**

**Course Objectives:**

1. To introduce students to selected portions of *Kumārasambhavam* and *Madhurāvijaya* as representative works of classical Sanskrit *Kāvya* literature.
2. To discuss key *alaṅkāras* based on different categories such as *sādṛśyamūla*, *virodhamūla*, and others, and examine their role in enriching poetic expression and interpretation.
3. To develop the ability to interpret and evaluate *Kāvya* texts based on linguistic precision, aesthetic richness, and the relationship between *śabda* (form) and *artha* (essence).

**Learning Outcomes:**

After the completion of the course, the students will:

1. Be able to analyze and interpret selected verses from Kumārasambhavam and Madhurāvijaya, demonstrating an understanding of their thematic and literary significance.
2. Be able to identify and explain major alaṅkāras and assess their function in creating poetic beauty and meaning.
3. Be equipped to evaluate Kāvya literature critically, recognizing the strengths and limitations of expression in both language and content.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.2 | Sanskrit Kavya and Alankara | 3 | 1 | 0 | 4 |

**Details of Course:**

**Unit I Introduction to *Kumarasambhavam* and Alankaras. Credit 1**

- Overview of *Kumarasambhavam* – Author, Theme, Significance, Mythological Background, Style.
- Introduction to Alankaras – classification, role in *Kavya*, link with *Vakrokti* and *Dhvani*.
- Study of *Sadrishyamula* Alankaras – Upama, Rupaka, Utpreksha with classical examples.
- Exploration of *Nyayamula* and *Virodhamula* alankaras – Arthantaranyasa, Hetu, Virodha, Vyatireka.
- Comparative use of these alankaras in classical and modern *kavyas*.
- Interpretive impact on meaning, aesthetics, rasa, and emotional effect.

**Unit II *Kumarasambhavam* 5th Canto (Selected Poems) Credit 1**

- Selected verses – Parvati's tapas, Shiva's silence, emotional progression.

- Poetic structure – meter, rhythm, sound pattern.
- Semantic and syntactic features – layered meanings, compounds (*samasa*), sentence flow.
- Use of alankaras – utpreksha, upama, artha-shlesha, *pratibha*-driven metaphors.
- Stylistic elegance and rasa – *aucitya*, subtlety, shringara in spiritual dimension.
- Role of *vakrokti* and *dhvani* in thematic evolution from austerity to divine union.

**Unit III *Madhuravijaya* of Ganga Devi (Introduction and 1st Canto) Credit 1**

- Ganga Devi – Historical Context, Authorship, Contribution as Female Poet.
- Overview of *Madhuravijaya* – Narrative Structure, Purpose, Panegyric Nature.
- First canto – Invocatory Verses, Dynastic Praise, Political Vision.
- Alankaras in royal glorification – Upama, Atiśayokti, Dīpti, Veera-Rasa.
- Linguistic and stylistic features – Ornate Compounds, Historical References, Rhythmic Balance.
- Poetic tone – Fusion of History, Devotion, and Literary Elegance.

**Unit IV *Madhuravijaya* (Selections: *Tamraparni* & *Sandhya Varnana*) Credit 1**

- Descriptions of river Tamraparni and evening scenes – Natural and Emotional Landscapes.
- Poetic devices – Personification, *Chitra-Alankara*, Sensory Imagery.
- Word-meaning interplay – *Shabda-Alankaras* (Anuprasa, Yamaka), *Artha-Alankaras* (Rupaka, Utpreksha).
- Rasa construction – Shanta, Adbhuta, Veera.
- Syntactic and stylistic patterns – verse modulation, repetitions, rhythm.
- *Vakrokti* and *dhvani* – indirect portrayal of divine order, inner moods, and cultural ethos.

**Essential/Recommended Readings/Texts**

1. *Kumarasambhavam of Kalidasa.* New Delhi: Central Sanskrit University.
2. Reddy, Sujatha. *Madhuravijayam, or Virakamparayacarita of Gangadevi*. D.K. Print world Pvt. Ltd.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

**Major 1.3: Sanskrit Vyakarana - Samjna, Paribhasha, and Sandhi**

**Course Objectives:**

1. To introduce foundational concepts from the Siddhānta Kaumudī, including Saṁjñā and Paribhāṣā sections, essential for interpreting Pāṇinian sūtras.
2. To enable a systematic understanding of Sandhi Prakaraṇa, with emphasis on both Ach Sandhi and Hal/Visarga Sandhi, to aid in word-formation and word-splitting.
3. To equip students with the analytical tools to independently interpret any sūtra and to deconstruct Sanskrit texts through correct application of Sandhi rules.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Be able to explain and apply key Saṁjñā-s and Paribhāṣā-s to understand and interpret grammatical sūtras.
2. Demonstrate the ability to split and combine words accurately using the rules of Ach, Hal, and Visarga Sandhi.
3. Develop the capacity to approach unseen sūtras or Sanskrit sentences and analyze them using foundational principles of the Pāṇinian system.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 1.3 | Sanskrit Vyakarana – Samjna, Paribhasha, and Sandhi | 3 | 1 | 0 | 4 |

**Details of Course:**

**Unit I Saṁjñā Prakaraṇa.** **Credit 1**

- Introduction to basic technical terms (*Saṁjñās*) in Pāṇinian grammar.
- Defining categories: Varṇa, Akṣara, Svara, Vyañjana, Pratyāhāra.
- Notational devices – Maheshvara Sūtras and their role in rule referencing.
- Study of key saṁjñā sūtras: it, pratyaya, saṃhitā, etc.
- Role of saṁjñās in interpreting sūtras correctly and understanding rule applicability.
- Importance of saṁjñās in grammatical derivations and as foundational vocabulary.

**Unit II Paribhāṣā Prakaraṇa.** **Credit 1**

- Guiding principles (*Paribhāṣās*) for interpreting and applying Sūtras.
- Distinction between Sūtra and Paribhāṣā.
- Common Paribhāṣās: Utsarga-Apavāda, Pūrvatra-Asiddham, Asiddhatva, Antaraṅga-Bahiraṅga.
- Application of Paribhāṣās through examples from actual Sūtra usage.
- Role of Paribhāṣās in consistency and conflict-resolution in Sūtra application.
- Training students to identify, recall, and apply correct Paribhāṣās in grammatical analysis.

**Unit III Ach Sandhi.** **Credit 1**

- Study of vowel-based sandhi transformations: Savarna Dīrgha, Guṇa, Vṛddhi, Yaṇādeśa, Ayādi.
- Explanation of rules using Pāṇinian sūtras and Kaumudī's ordering.
- Identification of Prakṛti and Vikṛti forms.
- Practice in applying Ach Sandhi during padaccheda (word-splitting) and word formation.
- Discussion on internal vs. external sandhi, optional vs. compulsory rules, and euphonic principles.
- Exercises analyzing common sandhi patterns in verse and prose.

**Unit IV Hal & Visarga Sandhi.** **Credit 1**

- Overview of consonant and visarga-based Sandhis: Jhalām Jasho'nte, Stoḥ Ścunā Ścuḥ, Khari Ca, Visarjanīyasya Saḥ, etc.
- Explanation of transformation patterns and sound substitutions.
- Recognition of changes at word junctions and within compounds.
- Application of visarga rules in classical and Vedic contexts.
- Exercises in identifying sandhi points and reversing sandhi to reconstruct base words.
- Understanding sound harmony and articulation principles in consonantal changes.

**Essential/Recommended Readings/Texts**

1. Dikshita, Bhattoji. *Siddhanta Kaumudi - Part I*. Varanasi: Chaukhamba Surabharati Prakashan.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

# SOCIAL SCIENCES MAJORS

## Major 1.4: Cultural Heritage of Bharat - Temple Architecture and Sculpture

**Course Objectives:**

1. To trace and analyse the evolution of Indian temple architecture and sculpture across regions and time.
2. To examine how architectural styles and elements reflect regional diversity and cultural identity.
3. To interpret and present key features of India's tangible heritage through visual, oral, or written forms.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain and analyse the evolution of Indian architecture and major sculptural traditions across regions and time periods.
2. Appraise the role of traditional Indian art and architecture in expressing regional diversity and cultural identity.
3. Interpret and present selected elements of India's tangible and intangible heritage through visual, oral, or written formats.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 1.4 | Cultural Heritage of Bharat - Temple Architecture and Sculpture | 3 | 1 | 0 | 4 |

**Details of Course:**

**Unit I Historical Development.** **Credit 1**

- Stupas and Cave Temples: origins, symbolism, and architectural evolution.
- Iconic Monuments - Brihadeeshwara, Beluru-Halebeedu, Khajuraho, Konark, Angkor Wat, Prambanan.
- Early Buddhist Chaityas and Viharas - structural features and cultural role.
- Evolution of Temple Plans - Mandala concepts and Vastu principles.
- Temple Towns and Pilgrimage Circuits - urban planning and sacred geography.
- Influence of Dynasties - Cholas, Hoysalas, Kalinga, Khmer traditions.

**Unit II Dravida, Nagara and Vesara Styles of Architecture.** **Credit 1**

- Overview of Dravida, Nagara, and Vesara styles.
- Key architectural elements - Vimana, Shikhara, Mandapa, Gopura, Adhishtana (base/foundation).
- Shikhara and Vimana forms - curvilinear and pyramidal types.
- Regional sub-styles - Chola, Pandya, Western Nagara, Odisha Nagara.
- Ornamentation and sculptural programs in temple architecture.

**Unit III Shadvarga (Six Auxiliaries of Architecture) Credit 1**

- Shadvarga components - Adhishtana (Base), Prastara (Entablature), Sthambha (Pillar), Pranaala (Waterspout), Shikhara (Superstructure), Mandapa (Assembly Hall).
- Proportion and measurement systems in Shadvarga.
- Symbolism and functional aspects of each auxiliary element.
- Integration of Shadvarga into overall temple design.
- Comparative study of Shadvarga in regional architectural traditions.

**Unit IV Stambha, Pranaala and Sopana Styles. Credit 1**

- Stambha - Types, Symbolism, and Architectural role.
- Pranaala - Design, Function, and regional variations of water spouts.
- Sopana - steps and staircases in temples; structural and symbolic aspects.
- Ornamentation styles in Stambha and Sopana.
- Regional innovations – late-turn pillars of Hoysalas, musical pillars of Vijayanagara.

**Essential/Recommended Readings/Texts:**

1. The Hindu Temple – Stella Kramrisch [MLBD]
2. Indian Architecture – Buddhist and Hindu – Percy Brown [KRJ Book International]
3. Elements of Hindu Iconography (2 volumes, each in two parts) – T.A. Gopinath Rao [MLBD]
4. Indian Sculpture – Stella Kramrisch [The Heritage of India Series. Oxford University Press]
5. Indian Sculpture – C. Sivaramamurti [ICCR and Allied Publishers]
6. Facets of South Indian Art and Architecture – Padma Bhushan Dr. R Nagaswamy [Aryan Books International]

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

**Major 1.5: Intellectual Heritage of Bharat - I**

**Course Objectives:**

1. To explore the applications of Indian philosophical and cultural practices in addressing contemporary global issues such as sustainability, the tragedy of the commons, and antibiotic resistance.
2. To develop a comparative understanding of India's civilizational contributions in relation to other world civilizations, informed by insights from Indian history and worldview.
3. To examine the theoretical and practical knowledge systems developed by Indian civilization in various areas such as astronomy, mathematics, metallurgy, and others, both textual and experiential.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Appreciate and evaluate the extensive theoretical and practical knowledge systems - both textual and experiential - developed by Indian civilization over millennia.
2. Analyze and propose relevant applications of Indian philosophical and cultural practices in addressing contemporary global challenges such as sustainability, tragedy of the commons, and antibiotic resistance.
3. Develop a conceptual understanding of India's civilizational contributions in comparison with other world civilizations, based on insights drawn from Indian history and worldview.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.5 | Intellectual Heritage of Bharat - 1 | 3 | 1 | 0 | 4 |

**Details of Course:**

**Unit I Mathematics (Achievements and Methodology of Indian Thinkers in Various Areas) Credit 1**

- Rope geometry (*Shulbasutras*) and construction principles.
- *Meruprastara* and Pascal's Triangle.
- Value of Pi and its approximations.
- Interesting problems from *Lilavati* and *Bijaganita*.
- Transmission of Indian number system and mathematics to Europe via Arab scholars.
- Development of zero and the decimal place-value system.
- Mathematical concepts applied in architecture and astronomy.

**Unit II Astronomy. Credit 1**

- References to astronomy in Vedas and Samhita texts.

- Shape and movement of the Earth.
- Concepts and calculations of eclipses.
- Nilakantha's planetary model.
- Astronomical observations in ancient Indian texts.
- Calendar systems and time measurement.
- Role of astronomy in rituals and navigation.

**Unit III Physics and Chemistry.** **Credit 1**

- Iron Pillar of Delhi and its rust-resistant properties.
- Wood's metal and early metallurgical techniques.
- Pearl formation and optics from fisheyes.
- Contributions to material science in ancient India.
- Early chemical processes in medicine and metallurgy.
- Natural dyes and pigments.

**Unit IV Ayurveda.** **Credit 1**

- Definition of health in Ayurveda.
- Theory of Tridosha – Vata, Pitta, Kapha.
- Importance of sleep and water for health.
- Ayurvedic principles of diagnosis and treatment.
- Role of diet and lifestyle.
- Integration of mind-body concepts.
- Scientific relevance of Ayurvedic texts.

**Essential/Recommended Readings/Texts:**

1. Subbarayappa, (2013). *Science in India: A Historical Perspective*, Rupa & Co.
2. Kapoor Kapil, Singh Avadhesh (2021), *Indian Knowledge Systems Vol – I & II,* Shimla, H.P.: Indian Institute of Advanced Study.
3. Mahadevan, B., Bhat Vinayak Rajat, Nagendra Pavana R.N. (2022). *Introduction to Indian Knowledge System: Concepts and Applications.* PHI Learning Private Ltd. Delhi.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

## Minor 1.6: Introduction to Smṛiti Literature

**Course Objectives:**

1. To acquaint learners with the salient features, nature, and importance of Smriti texts.
2. To introduce the foundational values, ethics, laws, and societal norms reflected in the Smritis and their relevance to contemporary society.
3. To explore the roots of Indian social, administrative, and cultural traditions through original Smriti literature.

**Learning Outcomes:**

After completion of the course, students will:

1. Define Smriti literature and differentiate it from Dharmashastra while identifying major Smritis.
2. Explain key concepts such as Dharma, Varna, and Ashrama along with ancient social systems like education and marriage.
3. Analyze how Smriti texts discuss ancient Indian institutions such as law, governance, and society.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 1.6 | Introduction to Smṛiti Literature | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Brief Introduction of Smriti Literature. Credit 1**

- Concept of Smriti Literature.
- Difference between Smriti Literature and Dharmshastra.
- Some Famous Smriti Literature and Author-
  - Manu
  - Yājñavalkya
  - Shukracharya
  - Somdeva

**Unit II Dharma as fundamental entity of Human life. Credit 1**

- **Dharma**:
  - Meaning of Dharma
  - Sources of Dharma (Manusmṛti 2.1, 6, 10, 12) (Yājñavalkya 1.7)
  - Ten-fold of Dharma & it's versions (Manusmṛti 6.91-94)
- **Varṇa and Āshram System:**
  - An organized society
  - Concept, Composition, Purpose and Relevance of Varṇāśram (Manusmṛti 1.87, 10.4, 1.88, 1.89, 9.326, 1.90, 1.91) (Manusmṛti 10.65, 9.335, 4.245, 2.103, 2.168)
- **Āśram System: Bringing balance in human life**

- Āśram Dharma (Mitākśrā Tīkā on Yājñavalkya 1.1)
- Different Āśramas depicted in Smṛti-Literature.
- Marriage (Manusmṛti 3.4)
- Pañca-Mahāyajña.
- Importance of Gr̥hastha Āshram.
- Social Responsibility of Gṛhastha.

**Unit III Social Institutions. Credit 1**

- **Education**:
  - Attaining knowledge: Beginning of education; (Manusmṛti 2) (Yaj. 1.10-115)
  - Gurukul; (Manusmṛti chap 2 and 3) (Yājñavalkya 1.10-115)
  - Rules regarding dressing, eating, rising up, sleeping, behaving etc.
- **Marriage**:
  - Marriage as social institution for the regulation of the relation between man & woman; forms of marriage; (Manusmṛti 3.27-37) (Yājñavalkya 1.58)
  - Woman has right to select suitable husband for herself; (Manusmṛti 9.90-91) (Yaj. 1.89)
  - Qualifications of bride and bridegroom; (Manusmṛti 3.2-11) (Yājñavalkya 1.35, 52-55) (Narada 12.8-11)
  - Dissolution of marriage; (Manusmṛti 9.72-74) (Yājñavalkya 1.76) (Narada 12.16-19)

**Unit IV Women and their Rights. Credit 1**

- **Respect of Women:** (Manusmṛti 3.55-58, 62, 9.26) (Yājñavalkya 1.82)
  - Women Safety (Manusmṛti 9.3, 9.5-7) (Yājñavalkya 1.76, 85)
  - Women are not responsible for wicket progeny (Manusmṛti 9.9, 33, 36, 40)
  - No selling of girl child (Manusmṛti 3.51, 53, 54, 9.8,100) (Yājñavalkya 1.64)
- **Property rights of women:**
  - Right of ownership of property (Manusmṛti 9.192-195, 9.217) (Yājñavalkya 1.76) (Narada 4.14)
  - Protection of her property (Manusmṛti 8.28-29, 8.350)
  - Right of Inheritance (Manusmṛti 9.118, 130, 131) (Narada 4.13) (Yājñavalkya 2.115)
  - Never take property of a woman (Manusmṛti 3.52, 9.200)
  - Things can't be counted under women's property (Manusmṛti 9.92, 199)
- **Women's Right of management:**
  - Women's Right of management (Manusmṛti 9.11)
  - Right of Education (Manusmṛti 5.150)
  - Right of testimony (Manusmṛti 8.68) (Narada 4.155)
  - Responsibility of Women (Yājñavalkya 1.83,87)

**Essential/Recommended Readings/Texts:**

1. भट्ट, श्रीयाज्ञिक देवण, (1988), स्मृतिचन्द्रिका, दिल्ली : नाग प्रकाशन।
2. पाण्डेय, उमेशचन्द्र, (1994), याज्ञवल्क्यस्मृतिः, वाराणसी : चौखम्बा संस्कृत संस्थान।

3. हरगोविन्दशास्त्री, व्याख्याकार, (1992), मनुस्मृतिः (श्री कुल्लुकभट्ट टीका सहित), वाराणसी : चौखम्बा संस्कृत संस्थान।
4. स्वांई, ब्रजकिशोर, (वि. सं. 2065), नारदस्मृतिः, वाराणसी : चौखम्बा संस्कृत संस्थान।

**Additional Readings:**

1. Kane, P. V., (1930), History of Dharmashastra, Pune : Bhandarkar Oriental Research Institute।
2. ठाकुर, लक्ष्मीदत्त, (1965), प्रमुख स्मृतियों का अध्ययन, लखनऊ : हिन्दी समिति सूचना विभाग।
3. श्रीमन्महर्षिप्रणीत, (1988), स्मृतिसंदर्भ, दिल्ली : नाग प्रकाशन।
4. काणे, पी. वी., (1992), धर्मशास्त्र का इतिहास (हिन्दी अनुवादक - अर्जुन चौबे कश्यप), लखनऊ : उत्तर प्रदेश हिन्दी संस्थान।
5. जोशी, लक्ष्मण शास्त्री, (वि. सं. 1994), धर्मकोष, बई सतरा : प्रजनपथशाला मण्डल।
6. गोयल, डॉ. प्रीति प्रभा, (2016), भारतीय संस्कृति, जोधपुर : राजस्थानी ग्रंथागार।
7. टण्डन, डॉ. किरण, (2017), भारतीय संस्कृति, दिल्ली : ईस्टर्न बुक लिंकर्स।

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

## SEMESTER - 2

# SANSKRIT MAJORS

**Major 1.7: Sanskrit Nataka and Natakalakshana**

**Course Objectives:**

1. To study *Abhijñānaśākuntalam* by Kālidāsa with close reading of selected acts to understand its literary, emotional, and cultural depth.
2. To explore the characteristics of Indian drama (Nāṭakalakṣaṇa) as prescribed in classical poetics and examine how they are embodied in *Abhijñānaśākuntalam*.
3. To discuss the characteristics of different poetic meters and explore their application in Kālidāsa's *Abhijñānaśākuntalam.*

**Learning Outcomes:**

After the completion of the course, the students will:

1. Be able to discuss the key linguistic, aesthetic, and cultural aspects employed in Kālidāsa's *Abhijñānaśākuntalam* through a study of selected acts.
2. Be able to explain the essential features of classical Indian drama and evaluate how *Abhijñānaśākuntalam* conforms to or innovates within that tradition.
3. Recognize and understand various important Sanskrit meters, using *Abhijñānaśākuntalam* as a reference point to explore their structure, aesthetics, and literary function beyond the scope of the play.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 1.7 | Sanskrit Nataka, Natakalakshana | 3 | 1 | 0 | 4 |

**Details of Course:**

**Unit I Abhijñānaśākuntalam, Act I.** **Credit 1**

- Introduction to Kālidāsa's life, works, and classical Sanskrit drama.
- Overview of *Abhijñānaśākuntalam*: storyline, structure, and significance.
- Reading of *Prasthāvanā*: Nāndī, Sūtradhāra, and Naṭī; framing the play and engaging audience.
- Act I: hermitage setting, Dushyanta and Śakuntalā's introduction, early romantic elements.
- Linguistic elegance: simplicity, suggestiveness, use of Śleṣa and Vakrokti; Nāyaka-Nāyikā bhāva and initial Śṛṅgāra rasa.
- Scenic construction: Nepathya and Praveśa.

**Unit II Nāṭakalakṣaṇa.** **Credit 1**

- Definition and characteristics of Nāṭaka from *Nāṭyaśāstra* and *Sāhityadarpaṇa*.
- Roles of nāyaka, nāyikā, vidūṣaka; categorization of rūpaka and uparūpaka.

- Purpose of nāṭakas.

**Unit III Abhijñānaśākuntalam, Act IV. Credit 1**

- Textual reading and analysis: emotional turning point, conflict deepening.
- Śakuntalā's turmoil, Durvāsas' curse, theme of destiny (daiva).
- Expression of karuṇa and vipralambha śṛṅgāra; symbolic use of nature and seasons.
- Poetic devices: upamā, rūpaka, yamaka; dramatic construction – entry/exit, suspense, subtlety.
- Insights into character development and narrative layering through dialogues and monologues.

**Unit IV Abhijñānaśākuntalam, Act V. Credit 1**

- Study of Act V: Dushyanta's court, state of mind, and treatment of Śakuntalā.
- Dramatic irony, emotional complexity, and depiction of inner conflict.
- Courtroom setting: formal speech vs emotional expression; psychological realism and cultural ideals.
- Dialogue, silence, contrast of urban and forest values; aesthetics of reconciliation and tension.
- Metrical and rhetorical nuances; audience engagement through layered rasa and moral dilemmas.

**Essential/Recommended Readings/Texts**

1. Abhijnana Shakuntalam of Kalidasa.
2. Sahitya Darpana of Vishwanatha.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

**Major 1.8: Sanskrit through Arthaśāstra - I**

**Course Objectives:**

1. Understand Sanskrit grammar and vocabulary through *Arthashastra* texts.
2. Develop skills to read and interpret classical Sanskrit prose.
3. Connect linguistic nuances with ideas, concepts, and context in *Arthashastra*.

**Learning outcomes:**

After the completion of the course, the students will:

1. Read and comprehend Sanskrit passages from selected *Arthashastra* sections.
2. Interpret the meaning, context, and significance of key sections.
3. Analyze, explain, and critically engage with classical concepts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.8 | Sanskrit through Arthaśāstra - I | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Arthaśāstra & Sanskrit.** **Credit 1**

- Introduction to Arthasśāstra: author, historical context, structure of the text.
- Grammatical analysis of verses connected to राष्ट्रजनपदनिवेशजनपदस्य स्थापना
- प्रकृतिसम्पदः / राजा - Environmental wealth and the king

**Unit II Economics and Financial Administration.** **Credit 1**

- Grammatical analysis of verses defining दण्डनीतिः - Law, Justice and Punishments
- इन्द्रियजयः अरिषड्वर्गत्यागः च - Control of one's senses and the six vices
- विभागानाम् अध्यक्षाः - Heads of Departments and their roles
- राजकोशः - Reading and translating passages on economic policies, treasury management, and revenue systems
- राज्यस्य आयव्ययौ - Defining the gains and expenditures of of a kingdom and familiarisation with vocabulary set: Kosha, Āya (Income), Vyaya (Expenditure), Kara (Tax), Śulka (Duty)

**Unit III State Policy and the Powers of a King.** **Credit 1**

- षाड्गुण्यम् - State Policy and Diplomacy
- शक्तिस्त्रिविधा - The threefold power of the King

- Comparative analysis of relevance and applications of षाड्गुण्यम् in the contemporary context.

**Unit IV Policy, Law, and Continental Relevance**. **Credit 1**

- दण्डः - Examination of Danda (Law/Punishment), Nyaya (Justice), and Policy-making language in Arthaśāstra.
- Translation of excerpted prescriptions for law enforcement, justice, and statecraft.
- Analytical discussion: how Sanskrit linguistically frames policy, justice, and governance.
- Final reflections: modern relevance of Arthaśāstra themes in administration and management studies.

**Essential/Recommended Readings/Texts:**

1. Upadhyaya, Vishnu Prasad, and Partha Mukherjee. (2021). *Learn Samskrit – The Language of Arthaśāstra.* New Delhi: Samskrit Promotion Foundation.

**Additional Resources:**

1. Shamasastry, R. (1915). *Kautilya's Arthaśāstra: With an English Translation*. Bangalore: Government Press.
2. Kangle, R. P. (1960). *The Kauṭilīya Arthaśāstra, Part I: A Critical Edition with a Glossary*. Bombay: University of Bombay.
3. Kangle, R. P. (1963). *The Kauṭilīya Arthaśāstra, Part II: An English Translation with Critical and Explanatory Notes*. Bombay: University of Bombay.
4. Rangarajan, L. N. (1992). *Kautilya: The Arthaśāstra*. New Delhi: Penguin Books.
5. Vyoma Linguistic Labs Foundation. (2025). *Sanskrit from Home: Arthashastra-Related Courses and Modules*. https://www.sanskritfromhome.org

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

**Major 1.9: Fundamentals of Bhāratīya jñāna paramparā**

**Course Objectives:**

1. To understand the fundamentals, historical development and key domains of the Indian Knowledge System (IKS).
2. To learn traditional methods of knowledge acquisition and recognize the contributions of IKS to global knowledge.
3. To examine the relevance of IKS in the modern world and explore its applications in contemporary contexts.
4. To promote cross-cultural dialogue and encourage the integration of IKS with other global knowledge systems.
5. To inspire interdisciplinary research and foster the blending of traditional wisdom with modern innovation.

**Learning Outcomes:**

After completion of the course, the students will:

1. Explore the main components of the Indian Knowledge Tradition.
2. Explain the significance of the Indian Knowledge Tradition.
3. Describe the historical development of the Indian Knowledge Tradition in various subjects.
4. Analyze philosophy, mathematics, medicine, etc., within the Indian Knowledge Tradition.
5. Evaluate the relevance of the Indian Knowledge System in addressing contemporary challenges in education, health and sustainability.
6. Describe the Oral Tradition (Śrutiparamparā).

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.9 | Fundamentals of Bhāratīya jñāna paramparā | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction of Bhāratīya jñāna paramparā.** **Credit 1**

- Background and significance.
- Objective of the paper.

**Unit II Historical Development of the Indian Knowledge System.** **Credit 1**

- Vedic Period: The Foundation of Indian Thought.
- Upanishadic Era: Quest for Ultimate Reality.
- Classical Age: Synthesis of Philosophy, Science and Arts.

**Unit III Key Dimensions of the Indian Knowledge System.** **Credit 1**

- Philosophy and Spirituality.
- Mathematics and Astronomy.
- Medicine and Ayurveda.
- Linguistics and Grammar.
- Arts and Literature.

**Unit IV Epistemology and Methods of Knowledge Acquisition. Credit 1**

- Shruti and Smriti: Oral and Textual Traditions.
- Guru-Shishya Parampara: Teacher-Student Tradition.
- Yoga and Meditation: Self-Realization and Higher States of Consciousness.
- Observation and Empirical Analysis.

**Essential/Recommended Readings/Texts:**

1. Brown, P. (1959). *Indian Architecture: Buddhist and Hindu Periods*. Bombay : D.B. Taraporevala Sons.
2. Taimni, I. K. (1961). *The Science of Yoga*. Adyar: The Theosophical Publishing House.
3. Patanjali. (1950). *The Yoga Sutras of Patanjali*, Swami Sivananda. Rishikesh : The Divine Life Society.
4. Swami Prabhavananda and Isherwood, C. (1997). *The Yajurveda*. Kolkata : Advaita Ashrama.
5. Chanakya. (1992). *The Arthashastra*, Translated by L. N. Rangarajan. New Delhi : Penguin Books.
6. Swami Sivananda. (2005). *The Samaveda*. Rishikesh: The Divine Life Society.
7. Beck, G. L. (2006). *Indian Music: A Brief Introduction*. New Delhi : Oxford University Press.
8. Vyasa. (2007). *The Bhagavad Gita*, Translated by Eknath Easwaran. Petaluma : Nilgiri Press.
9. Joshi, N. P. (2009). *The Atharvaveda*. Gorakhpur : Gita Press.
10. Shankar, N. S. (2015). *The Rigveda*. New Delhi : Harper Collins.
11. Valmiki. (2015). *The Ramayana*, Translated by C. Rajagopalachari. Mumbai : Bharatiya Vidya Bhavan.
12. Vyasa. (2015). *The Mahabharata*, Translated by C. Rajagopalachari. Mumbai : Bharatiya Vidya Bhavan.

**Additional Readings:**

1. Prabhavananda, Swami and Manchester, Frederick. (1957). *The Upanishads*, Revised edition. New York : New American Library.
2. Hamilton, Sue. (2001). *Indian Philosophy: A Very Short Introduction*. Oxford : Oxford University Press.
3. Danino, Michel. (2010). *The Lost River: On the Trail of the Sarasvati*. New Delhi : Penguin Books.
4. Eck, Diana L. (2012). *India: A Sacred Geography*. New York : Harmony Books.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

# SOCIAL SCIENCES MAJORS

**Major 1.10: Foundations of Indian Culture**

**Course Objectives:**

1. To examine key Bhāratīya concepts and values such as Puruṣārtha, Dharma, Yajña, Dāna, and Tapas, and their foundational role in Indian philosophy and life.
2. To explore the Indian worldview as a civilizational perspective, focusing on the evolution of native thought systems and their impact on societal and familial practices.
3. To analyze Indian societal structures and values such as Varna, Ashrama, Karma, and Moksha and compare them with contemporary issues in European society, emphasizing the contrast between textual (European) and experiential (Indian) traditions.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Recall and describe essential Bhāratīya concepts and values such as Puruṣārtha, Dharma, Yajña, and Dāna, forming the foundation of the Indian philosophical tradition.
2. Explain and interpret the Indian worldview as an organically evolved, civilizational perspective rooted in native thought systems.
3. Identify and analyze societal and familial practices such as festivals, temple traditions, and food customs that reflect Bhāratīya values and their role in shaping everyday Indian life.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 1.10 | Foundations of Indian Culture | 3 | 1 | 0 | 4 |

**Details of Course:**

**Unit I Puruṣārthas, Ṛta, Ṛṇa, Yajña, Dāna, Tapas. Credit 1**

- Puruṣārthas: Dharma, Artha, Kāma, Mokṣa and their interrelationship.
- Ṛta: Cosmic order
- Ṛṇa (debts): Ṛṣi Ṛṇa, Pitṛ Ṛṇa, Deva Ṛṇa.
- Yajña: cosmic, social, and personal offering.
- Dāna: socio-ethical responsibility.
- Tapas: individual discipline and transformative energy; Nishkāma Karma.
- Ethical principles: Satya, Ahiṃsā, Ārjava; role of Vrata, Vrata-Kathās, and Niyama.

**Unit II Varṇa, Āśrama, Karma, Bandha & Mokṣa. Credit 1**

- Varṇa as functional classification (Svabhāva and Svadharma); difference from Jāti.
- Āśrama dharma: four stages of life and relevance.
- Karma: types (Nitya, Naimittika, Kāmya, Niṣiddha) and consequences (bandha); connection to rebirth.

- Mokṣa: freedom from bondage; four paths (Jñāna, Karma, Bhakti, Rāja).
- Interplay of Karma, Jñāna, Svadharma, and loka-saṅgraha in liberation.

**Unit III Guṇatraya, Pañcakośa, Daivāsura Sampad Vibhāga. Credit 1**

- Guṇatraya: Sattva, Rajas, Tamas – characteristics, dominance, psychological implications.
- Pañcakośa: Annamaya, Prāṇamaya, Manomaya, Vijñānamaya, Ānandamaya – holistic personality.
- Daivī and Āsurī Sampads – values, behavior, inner tendencies in Bhagavad Gītā.
- Applications: character building, personal growth, ethical action; role of saṃskāras, antaḥkaraṇa, and cittashuddhi.

**Unit IV Family & Societal Values, Current Issues; Tradition: Textual vs Experiential. Credit 1**

- Gr̥hastha as societal pillar: duties, harmony, sustainability; role of family, kula-dharma, kula-paramparā.
- Indian perspectives: gender roles, intergenerational living, elder reverence, festivals as social glue.
- European societal contrast: individualism, fragmentation, decline of sacred, rise of secularism.
- Tradition: experiential pramāṇa in India vs textual authority in Europe; relevance for modern crises.

**Essential/Recommended Readings/Texts**

1. Ganesh, R. Foundations of Indian Culture - https://youtu.be/nI5B2bWuKkI?si=bNdl6EbrjeNQnMge
2. Munshi, KM, Foundations of Indian Culture, Bharatiya Vidya Bhavan

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

**Major 1.11: Cultural Heritage of Bharat – Palaces, Forts, Inscriptions and Festivals**

**Course Objectives:**

1. To introduce key examples of Indian forts, palaces, and stepwells, highlighting their architectural features and historical contexts.
2. To provide a basic understanding of inscriptions, megaliths, and iron pillars as markers of cultural memory and public communication.
3. To explore the structure and significance of the Indian calendar and festivals as reflections of traditional timekeeping and cultural practices.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Identify and describe major architectural features of selected forts, palaces, and stepwells in India.
2. Explain the role of inscriptions, megaliths, and iron pillars in conveying historical and cultural information.
3. Interpret how traditional calendars and festivals express India's ecological, astronomical, and cultural rhythms.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.11 | Cultural Heritage of Bharat - Palaces, Forts, Inscriptions and Festivals | 3 | 1 | 0 | 4 |

**Details of Course:**

**Unit I Selected Palaces and Forts.** **Credit 1**

- Thirumalai Nayakkar Mahal, City Palace Udaipur, Mysore Palace, Chettinad Mansions.
- Chittorgarh Fort, Raigad Fort, Golkonda Fort, Red Fort, Vijaydurg Fort.
- Architectural features, styles, and ornamentation of palaces and forts.
- Defensive mechanisms, fortifications, and palace planning.
- Influence of regional kingdoms and sultanates; courtly spaces.

**Unit II Stepwells.** **Credit 1**

- Rani Ki Vav, Adalaj Stepwell, Agrasen Ki Baoli, Chand Baori, Kallanai Dam (Grand Anicut).
- Architectural design, structural engineering, and water management.
- Symbolism and decorative elements of stepwells.
- Stepwells as social and ritual spaces; historical significance of Kallanai.
- Regional variations in design and ornamentation.

**Unit III Inscriptions, Megaliths, and Iron Pillars. Credit 1**

- Ashokan Rock Edicts, Mehrauli Iron Pillar Inscription, Halmidi Inscription.
- Burzahom and Hire Benakal Megaliths.
- Types, purposes, scripts, and language variations of inscriptions.
- Archaeological importance and cultural context of megalithic sites.
- Technological marvels of iron pillars and historical significance.

**Unit IV Indian Calendar and Festivals. Credit 1**

- Indian calendar systems: lunar, solar, and lunisolar.
- Panchanga and its components; regional variations.
- Major Indian festivals and their astronomical basis.
- Cultural, and agricultural significance of festivals.
- Evolution of festival traditions over time.

**Essential/Recommended Readings/Texts:**

1. Victoria Lautman & Divay Gupta, (2020), *The Vanishing Stepwells of India,* Merrell Publishers Limited.
2. Surendar Sahai, *Forts & Palaces of India*, Prakash Books.
3. CK Raju, *Indian Calander: Scientific Aspects,* Delhi: Kant Academic Publishers.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

**Major 1.12: Intellectual Heritage of Bharat - II**

**Course Objectives:**

1. To explore the applications of Indian philosophical and cultural practices in addressing contemporary global issues such as sustainability, the tragedy of the commons, and antibiotic resistance.
2. To develop a comparative understanding of India's civilizational contributions in relation to other world civilizations, informed by insights from Indian history and worldview.
3. To examine the theoretical and practical knowledge systems developed by Indian civilization in various areas such as astronomy, mathematics, metallurgy, and others, both textual and experiential.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Appreciate and evaluate the extensive theoretical and practical knowledge systems both textual and experiential developed by Indian civilization over millennia.
2. Analyze and propose relevant applications of Indian philosophical and cultural practices in addressing contemporary global challenges such as sustainability, tragedy of the commons, and antibiotic resistance.
3. Develop a conceptual understanding of India's civilizational contributions in comparison with other world civilizations, based on insights drawn from Indian history and worldview.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.12 | Intellectual Heritage of Bharat – II | 3 | 1 | 0 | 4 |

**Details of Course:**

**Unit I Social Sciences: Statecraft, International Relations, Jurisprudence. Credit 1**

- Saptanga Theory of State and Mandala Theory with Shaadgunya.
- Kautilya's foreign policy, espionage systems, and principles of governance (Rajadharma).
- Administrative structures in *Arthashastra*.
- Dharma, Nyaya, and Vyavahara as bases of jurisprudence.
- Ethical foundations of statecraft; civil and criminal justice systems in ancient India.

**Unit II Human Sciences: Linguistics, Philosophy, Psychology. Credit 1**

- Bhartrhari's *Vakyapadiya* and the concept of Shabdabrahma; Pāṇini's contributions to linguistics.

- Sāṅkhya and Yoga on mind, cognition, and consciousness.
- Classification of philosophical schools: Āstika and Nāstika.
- Nāṭyaśāstra as an integrated science of psychology, philosophy, linguistics, music, dance, and dramaturgy.
- Indian aesthetics: Rasa theory; interrelationship between performance, cognition, emotion, and social organization.

**Unit III Organisation of 14 Vidyasthanas. Credit 1**

- Chaturveda: Rig, Yajur, Sama, Atharva; Vedangas: Shiksha, Vyakarana, Chandas, Nirukta, Jyotisha, Kalpa.
- Mimamsa and Nyaya; Puranas and Itihasas as epistemic texts.
- Dharmashastra and Arthashastra as applied sciences.
- Integration of Shruti, Smriti, and Itihasa-Purana traditions.
- Pedagogical structure and transmission methods of Vidyasthanas.

**Unit IV Organisation of 64 Kalas. Credit 1**

- List and categorization of 64 Kalas; integration of theory and practice.
- Performing arts: music, dance, theatre; fine arts: sculpture, painting, decoration.
- Applied skills: Architecture, Jewellery making, Weaving, Cooking, Perfume making.
- Knowledge systems embedded in Kalas; role in holistic education and daily life.
- Artistic sensibility and cultural expression through Kalas.

**Essential/Recommended Readings/Texts**

1. Mahadevan, B., Bhat Vinayak Rajat, Nagendra Pavana R.N. (2022). *Introduction to Indian Knowledge System: Concepts and Applications.* Delhi: PHI Learning Private Ltd.
2. M. Hiriyanna, *The Essentials of Indian Philosophy*, MLBD.
3. Rangarajan, *The Arthashastra,* Penguin India.

# SECOND YEAR: MAJOR PAPERS

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

# SEMESTER – 3

# SANSKRIT MAJORS

**Major 2.1: Sanskrit through Arthaśāstra - II**

**Course objectives:**

1. To master complex Sanskrit structures and rare vocabulary through *Arthashastra*.
2. To interpret nuanced meanings and stylistic features of classical texts.
3. To apply critical reasoning to analyze ideas and arguments in *Arthashastra*.

**Learning outcomes:**

After the completion of the course the students will:

1. Read and understand difficult Sanskrit passages accurately.
2. Explain subtle meanings, rhetorical devices, and historical context.
3. Critically evaluate and discuss classical concepts and arguments.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.1 | Sanskrit through Arthaśāstra - II | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Fiscal Governance and State.** **Credit 1**

- Revision of the key concepts covered in Part -1.
  and overview of the remaining chapters.
- Grammatical analysis and introduction to key concepts like भ्रष्टाचारविषये कौटिल्यस्य मतम्
  - Corruption and its management.
- अध्यक्षप्रचारः - Heads of various departments.
- Textual study: methods of revenue collection, taxation principles, fiscal responsibility.
- Translation + analysis of select Arthaśāstra passages.

**Unit II Economic Policy and Philosophy of Statecraft** **Credit 1**

- Grammar and terminologies related to खनिज-द्रव्यानां परिज्ञानां विक्रयणव्यवस्था -
  State supervision of mines and mineral wealth.
- पुरुषार्थस्य महत्ता - Integration of puruṣārthas in governance and policy-making.
- राजकरः - Principles of just taxation (samāhāra and vyayapravṛtti)
- Impact of taxation on economy, society, and military funding.
- Reading passages on commerce and economic regulation.

**Unit III Law, Justice, and Punishment.** **Credit 1**

- अपराधस्य शमनं नियन्त्रणं च - Crime: Suppression and Regulation
- राजभवनम् - The Royal Court of Justice
- Selected passages on judicial process, fines, and penal codes.
- Comparative discussion: Sanskrit legal lexicon vs. modern legal systems.

**Unit IV Statecraft, Espionage, and Political Governance**. **Credit 1**

- गूढपुरुषप्रणिधिः (गुप्तचराणां नियुक्तिः) - Appointment and Role of Secret Agents (Spies)
- प्रशासनम् (मन्त्री सचिवः च) - Administration and selection of Ministers.
- Reflection paper: Relevance of Arthaśāstra vocabulary in today's political science.

**Essential/Recommended Readings/Texts:**

1. Upadhyaya, Vishnu Prasad, and Partha Mukherjee. (2021). *Learn Samskrit – The Language of Arthaśāstra.* New Delhi: Samskrit Promotion Foundation.

**Additional Resources:**

1. Shamasastry, R. (1915). *Kautilya's Arthaśāstra: With an English Translation*. Bangalore: Government Press.
2. Kangle, R. P. (1960). *The Kauṭilīya Arthaśāstra, Part I: A Critical Edition with a Glossary*. Bombay: University of Bombay.
3. Kangle, R. P. (1963). *The Kauṭilīya Arthaśāstra, Part II: An English Translation with Critical and Explanatory Notes*. Bombay: University of Bombay.
4. Rangarajan, L. N. (1992). *Kautilya: The Arthaśāstra*. New Delhi: Penguin Books.
5. Vyoma Linguistic Labs Foundation. (2025). *Sanskrit from Home: Arthashastra-Related Courses and Modules*. https://www.sanskritfromhome.org

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Participation in workshops.
2. Writing assignments.
3. Producing videos based on the topic of the text.
4. Group presentation on the comparison of ancient and modern concepts covered in Arthasśāstra.
5. Small project on Arthasśāstra.
6. Presentation of the topic in the Vagvardhini Parishad.

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

**Major 2.2: Sanskrit Vyakarana - Karaka and Samasa**

**Course Objectives:**

1. To enable a close study of the Kāraka-prakaraṇa and Samāsa-prakaraṇa from the Siddhānta Kaumudī, with focus on their role in the semantic and syntactic structure of Sanskrit.
2. To help students understand the functional roles of different Kārakas in sentence construction and their connection to verbal semantics.
3. To train students in identifying, analyzing, and forming compounds (Samāsas), thereby developing the ability to interpret complex syntactic structures in Sanskrit texts.

**Learning Outcomes:**

After the completion of the course the students will:

1. Students will be able to analyze the semantic roles of Kārakas and apply them to the construction and interpretation of grammatically correct Sanskrit sentences.
2. Students will demonstrate the ability to identify and classify various types of Samāsas and explain the internal relationships among their components.
3. Students will develop the competence to interpret Sanskrit texts by breaking down compounds and understanding the syntactic and semantic connections between words.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 2.2 | Sanskrit Vyakarana – Karaka and Samasa | 3 | 1 | 0 | 4 |

**Details of Course:**

**Unit I Introduction to Kārakas and Vibhaktis – I.** **Credit 1**

- Overview of Kārakas and Dhātvartha.
- Study of karma Kāraka and Dvitīyā Vibhakti.
- Introduction to Karaṇa Kāraka and Tṛtīyā Vibhakti.

**Unit II Kārakas and Vibhaktis – II.** **Credit 1**

- Sampradāna Kāraka and Caturthī Vibhakti.
- Apādāna Kāraka and Ṣaṣṭhī Vibhakti.
- Adhikaraṇa Kāraka and Saptamī Vibhakti.
- Kartr Kāraka and additional usages of Ṣaṣṭhī Vibhakti.

**Unit III Introduction to Samāsa and Types – I.** **Credit 1**

- Basics of Samāsa and general rules of compounding.
- Study of Avyayībhāva Samāsa and its types.
- Introduction to tatpuruṣa Samāsa and its varieties.

**Unit IV Types of Samāsa – II.** **Credit 1**

- Bahuvrīhi Samāsa and its sub-categories.
- Dvandva Samāsa and its two types.

**Essential/Recommended Readings/Texts:**

1. Siddhānta-Kaumudī - Selections from Kāraka-Prakaraṇam
2. Siddhānta-Kaumudī - Selections from Samāsa-Prakaraṇam

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

**Major 2.3: Vedānta Schools of Indian Philosophy (Advaita, Dvaita, Viśiṣṭādvaita)**

**Course Objectives:**

1. To introduce students to the foundational concepts and historical context of Vedānta philosophy within the broader Indian philosophical tradition.
2. To analyze the core metaphysical and epistemological positions of Advaita, Dvaita, and Viśiṣṭādvaita schools.
3. To develop comparative insights among the Vedānta schools, focusing on their interpretations of reality, self, and liberation.

**Learning Outcomes:**

After the completion of the course the students will:

1. Be able to explain key concepts such as Brahman, Atman, Māyā, Bhakti, and Mokṣa across the three major Vedānta schools.
2. Demonstrate understanding of the similarities and differences in the epistemological and metaphysical frameworks of Advaita, Dvaita, and Viśiṣṭādvaita.
3. Gain the ability to critically analyze Vedāntic arguments and apply them to broader philosophical discourse.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.3 | Vedānta Schools of Indian Philosophy (Advaita, Dvaita, Viśiṣṭādvaita) | 3 | 1 | 0 | 4 |

**Details of Course:**

**Unit I Definition of Darśana and Philosophy; Introduction to Indian Philosophical Schools. Credit 1**

- Definition, scope, and aims of darśana and philosophy.
- Differences between darśana and general philosophy.
- Overview of Āstika and Nāstika schools; comparison with Western philosophy.
- Key concepts in epistemology (pramāṇa), metaphysics (tattvajñāna), and methods of inquiry.
- Fundamental metaphysical concepts: Brahman, Ātman, Māyā, Puruṣa, Prakṛti.

**Unit II Core Concepts of Advaita Vedānta. Credit 1**

- Background and key figure Śaṅkara.
- Non-dual nature of reality (advaita) and identity of Ātman and Brahman.
- Concepts of Māyā, avidyā, and mokṣa (liberation).
- Pramāṇas: pratyakṣa, anumāna, śabda.
- Ontology: Sat, cit, ānanda (existence, consciousness, bliss).

**Unit III Core Concepts of Dvaita Vedānta. Credit 1**

- Background and founder Madhvacharya.
- Dualistic ontology: eternal distinction between Īśvara, Ātman, and prakṛti.
- Brahman as personal God (saguṇa) and role of bhakti.
- Pramāṇas and concept of mukti as eternal service.
- Critique of advaita and hierarchical classification of Ātmans.

**Unit IV Core Concepts of Viśiṣṭādvaita Vedānta. Credit 1**

- Background and contribution of Ramanuja.
- Qualified non-dualism: Brahman as whole with Ātmans and prakṛti (Śarīra-Śarīrī).
- Ātman distinct yet inseparable from Brahman; Brahman as saguṇa God.
- Accepted pramāṇas, bhakti, and prapatti (surrender).
- Liberation as eternal blissful service.

**Essential/Recommended Readings/Texts**

1. Selections from Sarvadarśana-Saṁgraha
2. Selections from Vedānta-Sāra
3. Selections from Tattva-Saṁkhyāna
4. The Essentials of Indian Philosophy, M. Hiriyanna, MLBD.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

# SOCIAL SCIENCES MAJORS

## Major 2.4: Indian Epigraphy I

**Course Objectives:**

1. Introduce students to the basics of Sanskrit epigraphy.
2. Explore inscriptions as sources of social, political, and economic history.
3. Develop skills to interpret scripts and styles for historical understanding.

**Learning Outcomes:**

After the completion of the course the students will:

1. Identify and classify different types of Sanskrit inscriptions.
2. Analyze inscriptions to understand historical and cultural contexts.
3. Interpret ancient scripts and derive meaningful insights from them.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.4 | Indian Epigraphy I | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Epigraphy.** **Credit 1**

- Introduction to Epigraphy (definition and scope)
- Types of Inscriptions (classification and examples)
- Role of Indian inscriptions in reconstructing Ancient Indian History and Culture.

**Unit II History of Epigraphical Studies in India.** **Credit 1**

- History of Epigraphical studies in India.
- History of decipherment of ancient Indian scripts.
- Contributions of eminent Indologists in the field of epigraphy:
    - J.F. Fleet.
    - Alexander Cunningham.
    - James Prinsep.
    - Georg Bühler.
    - D.C. Sircar.
    - Gaurishankar Ojha.
    - Rajbali Pandey.
    - R.G. Bhandarkar.

**Unit III Paleography.** **Credit 1**

- Antiquity of the art of writing in India.
- Writing materials, inscribers (writers) and libraries in ancient India.
- Introduction to ancient Indian scripts:
    - Reading and writing skills of Aśokan Brāhmī script.
    - Introduction to Gupta Brāhmī.

- Introduction to Kharoṣṭhī script.
- Introduction to Śāradā script.
- Introduction to Kuṭila script.

**Unit IV Chronology.** **Credit 1**

- General introduction to ancient Indian chronology.
- System of dating inscriptions (including chronograms)
- Major eras used in inscriptions:
- Close reading of selected inscriptions

**Essential/Recommended readings/Texts:**


1. ओझा, गौरीशंकर हीराचन्द, (1918), *भारतीय प्राचीन लिपिमाला,* अजमेर।
2. Sircar, D. C., (1965), *Select Inscriptions (Vol. I),* Calcutta.
3. झा, बन्धु, (1968), *उत्कीर्णलेखपञ्चकम्,* वाराणसी।
4. ब्यूलर, जॉर्ज, (1966), *भारतीय पुरालिपि शास्त्र,* (हिन्दी अनुवादः मङ्गलनाथ सिंह), दिल्ली: मोतीलाल बनारसीदास।
5. नारायण, अवध किशोर एवं वर्मा, ठाकुरप्रसाद, (1970), *प्राचीन भारतीय लिपिशास्त्र और अभिलेखिकी,* वाराणसी।
6. राणा, एस. एस., (1978), *भारतीय अभिलेख,* दिल्ली: भारतीय विद्याप्रकाशन।
7. पाण्डे, राजबली, (1978), *भारतीय पुरालिपि,* इलाहाबाद: लोकभारती प्रकाशन।
8. राही, ईश्वरचन्द, (1983), *लेखनकला का इतिहास (खण्ड 1—2),* लखनऊ: उत्तर प्रदेश हिन्दी संस्थान।
9. सैनी, रणजीत सिंह, (2000), *अभिलेख-मंजूषा,* दिल्ली: न्यू भारतीय बुक कार्पोरेशन।
10. मुले, गुणाकर, (2003), *अक्षरकथा,* दिल्ली: प्रकाशन विभाग, भारत सरकार।
11. सरकार, डी. सी., (1996), *भारतीय पुरालिपिविद्या,* (हिन्दी अनुवादः कृष्णदत्त वाजपेयी), दिल्ली: विद्यानिधि प्रकाशन।
12. सहाय, शिवस्वरूप, *भारतीय पुरालेखों का अध्ययन,* दिल्ली: मोतीलाल बनारसीदास।
13. काम्बोज, जियालाल, *उत्कीर्णलेखस्तबकम्,* दिल्ली: ईस्टर्न बुकलिंकर्स।


**Additional Readings:**


1. Dani, A. H. (1963). *Indian Paleography.* Oxford.
2. Satyamurty, K. (1992). *Text Book of Indian Epigraphy.* Delhi: Lower Price Publication.
3. Mishra, V. K. (2020). *Calendars of Indian.* Delhi: Motilal Banarsidass.
4. Pillai, S. K. & Ramchandran, K. S. (2003). *Indian Chronology (Solar, Lunar and Planetary).* Asian Educational Service.

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

**Major 2.5: Environmental Awareness in Sanskrit Literature**

**Course Objectives:**

1. Introduce students to key concepts of Indian Environmental Science.
2. Explore environmental awareness and nature-friendly ideas in Sanskrit literature.
3. Examine human behavior, cultural practices, and sustainable traditions related to nature.

**Learning Outcomes:**

After the completion of the course the students will:

1. Understand the connection between humans and nature.
2. Analyze ecological wisdom and sustainable practices in Sanskrit texts.
3. Apply Indian environmental ideas to address present-day ecological challenges.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.5 | Environmental Awareness in Sanskrit Literature | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Science of Environment.** **Credit 1**

- Modern Challenges and Crises of Environment.
    - Global warming.
    - Climate change.
    - Ozone layer depletion.
    - Explosive increase in pollution.
    - Decrease in underground water level.
    - River pollution.
    - Large-scale deforestation.
    - Natural calamities - floods, droughts, earthquakes.
- Environmental Consciousness in Sanskrit Literature.
    - Concept of 'Mother Earth' and worship of rivers in Vedic literature.
    - Protection and preservation of nature in Sanskrit texts.
    - Ancient practices of planting trees and water preservation techniques.
    - Buddhist and Jain ecological concepts:
        - Protection of trees.
        - Love for animals and birds.

**Unit II Environmental Awareness in Vedic Literature.** **Credit 1**

- Environmental Issues and Ecosystem in Vedic Literature.
    - Divinity of Nature and coordination among natural forces.
    - Equivalent Sanskrit terms for environment in Atharvaveda:

    - Vṛtavṛta (12.1.52)
    - Abhivarah (1.32.4)
    - Avṛtaḥ (10.1.30)
    - Parivṛta (10.8.31)
- Five basic elements (Aitareya Upaniṣad 3.3):
    - Earth
    - Water
    - Light
    - Air
    - Ether
- Three key constituents of environment (Atharvaveda 18.1.17):
    - Jala (Water)
    - Vāyu (Air)
    - Oṣadhi (Plants)
- Natural sources of water (Ṛgveda 7.49.2):
    - Divyah (Rain water)
    - Sravanti (Natural Spring)
    - Khanitrimah (Wells & canals)
    - Svayamjah (Lakes)
    - Samudrārthah (Rivers)
- Environment Preservation in Vedic Literature.
  - Five elementary sources (Atharvaveda 3.21.10):
    - Parvat (Mountain)
    - Soma (Water)
    - Vāyu (Air)
    - Parjanya (Rain)
    - Agni (Fire)
- Environment protection from Sun:
    - Ṛgveda (1.191.1-16)
    - Atharvaveda (2.32.1-6)
    - Yajurveda (4.4, 10.6)
- Congenial atmosphere via union of herbs & sun rays (Atharvaveda 5.28.5)
- Vedic concept of Ozone-layer "Mahat ulba" (Ṛgveda 10.51.1) (Atharvaveda 4.2.8)
- Importance of plants & animals in ecosystem preservation (Yajurveda 13.37)
- Eco-friendly concepts in Upaniṣads:
    - Bṛhadāraṇyaka Upaniṣad (3.9.28)
    - Taittirīya Upaniṣad (5.101)

**Unit III Environmental Awareness in Purāṇas & Classical Sanskrit Literature. Credit 1**

- Environmental Awareness & Tree Plantation.
- Planting trees as pious activity:
    - Matsya Purāṇa (59.159; 153.512)
    - Varāha Purāṇa (172.39)
- Trees to be planted by king (Śukranīti 4.58-62)

- Plantation & preservation as king's duty (Arthaśāstra 2.1.20)
- Punishments for destroying plants (Arthaśāstra 3.19)
- Tree plantation for groundwater recharge (Bṛhatsaṁhitā 54.119)
- Environmental Awareness & Water Management.
- Types of water canals (Kulyā):
    - Nādimātṛ mukha kulyā (from river)
    - Parvataparsva vartini kulyā (from mountain)
    - Hṛdasṛta kulyā (from pond)
- Preservation of water resources - Vāpi, Kūpa and Taḍāga:
    - Agnipurāṇa (209-2)
    - Vālmīki Rāmāyaṇa (2.80.10-11)
- Water harvesting system (Arthaśāstra 2.1.20-21)
- Underground water hydrology (Bṛhatsaṁhitā, Dakāgalādhyāya ch.54)

**Unit IV Universal Environmental Issues in Kālidāsa's Literature. Credit 1**

- Eight elements of environment & Aṣṭamūrti Śiva (Abhijñānaśākuntalam)
- Preservation themes in Kālidāsa's works:
    - Forest, water resources, natural resources.
    - Protection of animals, birds, plants.
- Environmental awareness in Abhijñānaśākuntalam (Drama)
- Ecosystem of Indian monsoon in Meghadūta.
- Seasonal weather conditions of Indian subcontinent in Ṛtusaṁhāra.
- Himalayan ecology in Kumārasaṁbhava.
- Oceanography in Raghuvaṁśa (Canto 13)

**Essential/Recommended readings/Texts:**


1. ठाकुर, आद्यादत्त, (1967), *वेदों में भारतीय संस्कृति*, लखनऊ: हिन्दी समिति।
2. शास्त्री, उदयवीर, (1968), *कौटिलीय अर्थशास्त्र - हिन्दी अनुवाद*, दिल्ली: मेहरचन्द लछमनदास।
3. मिश्र, ब्रह्मशंकर, (1968), *शुक्रनीति - हिन्दी अनुवाद*, वाराणसी: चौखम्बा संस्कृत सीरीज।
4. सत्यकेतु विद्यालंकार, (1968), *प्राचीन भारतीय शासनव्यवस्था और राजशास्त्र*, मसूरी: सरस्वती सदन।
5. मिश्र, बलदेव प्रसाद, (अवकाश), *बृहत्संहिता - वराहमिहिर विरचित*, मुम्बई: खेमराज श्रीकृष्णदास प्रकाशन।
6. सातवलेकर, श्रीपाद दामोदर, (अवकाश), *यजुर्वेद - हिन्दी अनुवाद सहित*, पारडी।
7. शर्मा, जानकी नाथ (सम्पा०), (अवकाश), *श्रीमद्वाल्मीकिरामायण - हिन्दी अनुवाद सहित*, गोरखपुर: गीताप्रेस।
8. झा, तारिणीश एवं त्रिपाठी, घनश्याम, (1998), *अग्निपुराण - हिन्दी अनुवाद*, इलाहाबाद: हिंदी साहित्य सम्मेलन।
9. द्विवेदी, कपिल देव, (2004), *वेदों में विज्ञान*, यदोई: विख्याति अनुसंधान परिषद्।
10. ओझा, डी.डी., (2005), *विज्ञान और वेद*, जोधपुर: साइंटिफिक पब्लिशर्स।

**Additional Readings:**

1. Dwivedi, O. P., & Tiwari, B. H. (1987). *Environmental Crisis and Hindu Religion*. New Delhi: Gitanjali Publishing House.
2. Dwivedi, O. P. (1990). *The Essence of the Vedas*. Gyanpur, Varanasi: Visva Bharati Research Institute.
3. Kiostermair, Klaus. (1993). *Ecology and Religion: Christian and Hindu Paradigms*. *Journal of Hindu-Christian Studies*, Butler University Libraries, Vol. 6.
4. Das Gupta, S. P. (2003). *Environmental Issues for the 21st Century*. New Delhi: Amittal Publications.
5. Pandya, Smta P. (n.d.). *Ecological Renditions in the Scriptures of Hinduism – I. Bulletin of the Ramakrishna Mission Institute of Culture*.

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

**Minor 2.6: Political Thoughts: Western and Indian Perspectives**

**Course Objectives:**

1. Introduce foundational texts and thinkers in both Western and Indian political traditions.
2. Analyze core concepts such as justice, power, law, and the ideal polity.
3. Highlight civilizational contrasts and similarities between Indian and Western thought.
4. Encourage critical reflection on colonial influences in political theory.
5. Equip students to ask deeper questions about ethics, authority, and governance across traditions.

**Learning Outcomes:**

After completing of the course, students will:

1. Articulate key concepts and thinkers from Indian and Western political traditions.
2. Compare ideas of governance, law, and justice in diverse philosophical frameworks.
3. Challenge dominant political narratives using non-Western sources.
4. Contextualize modern Indian political thought within its historical and cultural setting.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 2.6 | Political Thoughts: Western and Indian Perspectives | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Western Political Thought.** **Credit 1**

- Greek political philosophy: Plato's *Republic* and Aristotle's *Politics.*
- The social contract: Hobbes, Locke, Rousseau.
- Enlightenment rationality and liberalism: Mill and Bentham.
- Political modernity and its assumptions.

**Unit II Foundations of Indian Political Thought.** **Credit 1**

- Rajadharma in the Vedas and epics (*Mahabharata*, *Ramayana*)
- Kautilya's *Arthashastra*: Statecraft and political realism.
- *Manusmriti* and the ethics of governance.
- Kingship and cosmology: Dharma as the ordering principle.

**Unit III Key Contrasts and Critical Questions.** **Credit 1**

- State and Society: Social contract vs. dharma-based order.
- Liberty and Individualism vs. Harmony and Duty.
- Secularism vs. Integral unity.
- What counts as political in India? Is Western political vocabulary sufficient?

**Unit IV Relevance Today: Rethinking Political Categories. Credit 1**

- Colonial knowledge systems and the framing of Indian politics.
- Gandhi's critique of modern civilization (*Hind Swaraj*)
- Ambedkar's vision: Between tradition and modernity.
- Towards a decolonized political thought.

**Essential/Recommended Readings:**

1. Plato, *Republic*
2. Aristotle, *Politics*
3. Kautilya, *Arthashastra*
4. Manusmriti (selected readings)
5. R.P. Kangle, *Arthashastra Commentary*
6. Ashis Nandy, *The Intimate Enemy*
7. S.N. Balagangadhara, *The Heathen in His Blindness*
8. Arvind Sharma, *Classical Hindu Thought*
9. M.K. Gandhi, *Hind Swaraj*
10. B.R. Ambedkar, *Annihilation of Caste*

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

# SEMESTER – 4

# SANSKRIT MAJORS

**Major 2.7: Sanskrit Chandaśśāstra**

**Course Objectives:**

1. Build foundational knowledge of Chandaśāstra and its role in Sanskrit literature.
2. Develop analytical understanding of Sanskrit metres (Chandas) and their structural elements.
3. Foster literary appreciation and creative expression through engagement with classical Sanskrit poetry.

**Learning Outcomes:**

After the completion of the course the students will:

1. Demonstrate understanding of Chandaśāstra principles and their application in classical texts.
2. Analyze and classify Sanskrit metres, identifying structural patterns and stylistic features.
3. Compose and critically evaluate Sanskrit poetic expressions, showing aesthetic and literary sensitivity.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.7 | Sanskrit Chandaśśāstra | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Brief Introduction to Chandaśśāstra.** **Credit 1**

- Brief Introduction to Chandaśśāstra (Origin and Development).
- Vedic hymns are composed in metrical patterns (*chandas*) like **Gayatri, Trishtubh, Jagati, Anushtubh**.
- Each meter is defined by a fixed **syllable count per line** and has varieties like *nichṛd* (shortened) and *atichṛd* (extended).

**Unit II Classification and Elements of Sanskrit Meter.** **Credit 1**

- Syllables: laghu and guru, yati, Gaṇa.
- Varṇavṛtta and Mātrāvṛtta.
- All major varṇavr̥ttas

**Unit III Classification and Elements of Sanskrit Meter.** **Credit 1**

- Major varṇavr̥ttas and mātrāvr̥ttas

**Unit IV Analysis of Selected Classical Meter.** **Credit 1**

- Vr̥tta-aucitya
- Nuances of a few vr̥ttas

- Chandogati Viveka

**Essential/Recommended Readings/Texts**


1. Deo, Ashwini S. (2007). *The Metrical Organization of Classical Sanskrit Verse*. *Journal of Linguistics, 43*(01), 63–114. https://doi.org/10.1017/s0022226706004452
2. शास्त्री, धरानन्द (संपा.), (2004), *केदारभट्ट विरचित वृत्तरत्नाकर*, दिल्ली : मोतीलाल बनारसीदास।
3. Pathak, A. C. N. (2015). *Chhanda Shastra of Pingala (MZN054)*. Chaukhambha Vidya Bhawan.
4. Bhat, S. K. (2022). *Chandogati* (Shashi Kiran B. N., Trans.). Kuvempu Bhasha Bharathi Praadhikara.
5. डिंडोरिया, वेद प्रकाश, (2022), *सुवृत्ततिलक*, वाराणसी : चौखम्बा सुरभारती प्रकाशन।

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

**Major 2.8: Non-Vedāntic Āstika Schools (Mīmāṃsā, Nyāya, Sāṅkhya, Yoga)**

**Course Objectives:**

1. To examine the fundamental concepts of non-Vedāntic Āstika schools and their contributions to Indian logic, ethics, and cosmology.
2. To explore the unique methods of epistemology (pramāṇa) and metaphysics (tattva) in Mīmāṃsā, Nyāya, Sāṅkhya, and Yoga.
3. To prepare students for philosophical comparison by examining how these schools define reality, perception, and liberation.

**Learning Outcomes:**

After the completion of the course the students will:

1. Be able to articulate the distinct approaches to knowledge, inference, and causation developed in Mīmāṃsā and Nyāya.
2. Demonstrate an understanding of the dualistic metaphysics of Sāṅkhya and its adaptation in Patañjali's Yoga.
3. Be equipped to contrast these systems with Vedānta and apply their conceptual tools in interpreting philosophical problems.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.8 | Non-Vedāntic Āstika Schools of Philosophy (Mīmāṃsā, Nyāya, Sāṅkhya, Yoga) | 3 | 1 | 0 | 4 |

**Details of Course:**

**Unit I Core Concepts of Mīmāṃsā.** **Credit 1**

- Six pramāṇas: pratyakṣa, anumāna, upamāna, arthāpatti, anupalabdhi, śabda; emphasis on śabda and Veda as apauruṣeya (authorless)
- Theory of anvitābhidhāna (meaning from syntactical connection)
- Rejection of Īśvara; dharma as known through Veda; karma-mīmāṃsā focus on ritual action
- Ontology: artha, bhāvanā, śabda-tattva; concept of puruṣārtha centered on dharma

**Unit II Core Concepts of Nyāya and Vaiśeṣika.** **Credit 1**

- Four pramāṇas: pratyakṣa, anumāna, upamāna, śabda; detailed pratyakṣa theory (nirvikalpaka vs. savikalpaka)
- Anumāna: hetu, pakṣa, vyāpti; emphasis on tarka (reasoning) and vāda (debate)
- Ontology of padārthas: dravya, guṇa, karman, sāmānya, viśeṣa, samavāya, abhāva; Ātmā as a substance; later acceptance of Īśvara

**Unit III Core Concepts of Sāṅkhya.** **Credit 1**

- Two pramāṇas: pratyakṣa, anumāna; inference for metaphysical entities
- Dualistic ontology: Puruṣa (conscious self) and Prakṛti (primordial matter)

- Puruṣa: inactive, multiple, eternal; Prakṛti: composed of guṇas (sattva, rajas, tamas), source of all evolution (tattvas)
- Mokṣa as kaivalya (isolation of Puruṣa); denial of Īśvara

**Unit IV Core Concepts of Yoga and Other Schools. Credit 1**

- Three pramāṇas: pratyakṣa, anumāna, śabda (from Āpta-vākya)
- Ontology: similar to Sāṅkhya; addition of Īśvara as special Puruṣa
- Goal: citta-vṛtti-nirodha; eightfold path (Aṣṭāṅga yoga): Yama, Niyama, Āsana, Prāṇāyāma, Pratyāhāra, Dhāraṇā, Dhyāna, Samādhi
- Liberation: realization of Puruṣa's distinctness; vivekakhyāti (discriminative knowledge) as means to kaivalya

**Essential/Recommended Readings/Texts**

1. Selections from Arthasamgraha.
2. Selections from Tarkasamgraha.
3. Selections from Sankhyakarika.
4. Selections from Patanjala Yogasutras.
5. Selections from Sarva Darshana Samgraha.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

**Major 2.9: Modern Sanskrit Writings**

**Course Objectives:**

1. To expose students to the rich and dynamic tradition of modern creative writing in Sanskrit.
2. To familiarize students with new and emerging genres of Sanskrit writing.
3. To help students appreciate the literary creativity and evolution of Sanskrit in modern times.

**Learning Outcomes:**

**After the completion of the course, the students will:**

1. Be able to compare the major literary genres, epic poetry (Mahākāvya) and biographical poetry (Caritakāvya), present in modern Sanskrit literature.
2. Describe the characteristics of prose poetry (Gadyakāvya) and drama (Rūpaka).
3. Explore and analyze modern creative poetic forms such as lyric poetry (Gītikāvya), Haiku, and Kuṇḍalya.
4. Be able to provide an account of the continuity and historical development of modern Sanskrit literature.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.9 | Modern Sanskrit Writings | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Mahākāvya and Caritakāvya.** **Credit 1**

- Svātantryasambhavam (Revaprasada Dwivedi) — Canto 2, Verses 21–45.
- Bhimāyanam (Prabha Shankar Joshi) — Canto X, Verses 20–29.

**Unit II Gadya and Rūpaka.** **Credit 1**

- Śataparvikā (Abhirāja Rajendra Mishra)
- Śārdūla-Śakatam (Virendra Kumar Bhattacharya) — Cantos 1–3.

**Unit III Other Genres.** **Credit 1**

- Sankalpa Gītikā — *Hariram Acharya.*

- Bruhi Ko'smin Yuge — *Pushpa Dikshit.*
- Dhīvargītikā (Naukamiha sāram sāram…) — *Radhavallabh Tripathi.*
- Haiku poems — *Harshdev Madhava.*
- Snānagṛihe.
- Vedanā.
- Mṛtyuḥ 1.
- Mṛtyuḥ 2.
- Kundaliyān (Durjana and Sajjana Maitrī) — *Mathuranath Shastri.*

**Unit IV General Survey** **Credit 1**

- Brief introduction to Modern Sanskrit Literature
- Contributions and works of the following modern Sanskrit authors:
- Pandita Kshama Rao.
- S. B. Varnekar.
- Parmanand Shastri.
- Janaki Vallabh Shastri.
- Ram Karan Sharma.
- Jagannath Pathak.
- S. Sunderrajan.
- Haridas Siddhantavagish.
- Mula Shankar M. Yajnika.
- Mahalinga Shastri.
- Yatindra Vimal Chowdhury.
- V. Raghavan.
- Mohan Lal Sharma Pandey.
- Ramakant Shukla.

**Essential/Recommended readings/Texts:**

1. पन्त, गिरीश चन्द्र (सम्पा०), (2008), *आधुनिक संस्कृत-साहित्य-संचयन*, दिल्ली : विद्यानिधि प्रकाशन।
2. मिश्र, अभिराज राजेन्द्र, (2013), *कल्पवल्ली (समकालीन संस्कृत काव्य संकलन)*, दिल्ली : साहित्य अकादमी।
3. द्विवेदी, रेवाप्रसाद, (2021), *स्वातन्त्र्यसम्भवम् (द्वितीय सर्ग स्वातन्त्र्यसंकल्पोदय)*, अनुवाद : सदाशिव द्विवेदी, व्याख्या : शोभामिश्रा, कानपुर : भक्तिप्रकाशन, आर्यनगर।

4. जोशी, प्रभाशंकर, *भीमायनम्*, पुणे : शारदा गौरव ग्रन्थमाला।
5. त्रिपाठी, राधावल्लभ, *नवस्पन्दः*, मध्य प्रदेश : हिन्दी ग्रन्थ अकादमी।
6. त्रिपाठी, राधावल्लभ, *आयतिः*, दिल्ली : राष्ट्रिय संस्कृत संस्थान।
7. श्रीनिवासरथ, *तदेव गगनं सैव धरा (काव्यसंग्रह)*, दिल्ली : राष्ट्रिय संस्कृत संस्थान।
8. मिश्र, अभिराज राजेन्द्र, *विंशशताब्दी-संस्कृत-काव्यमृतम् (संकलन), भाग—1*।

**Additional Readings:**

1. शुक्ल, हीरालाल, (1971), *आधुनिकसंस्कृतसाहित्य*, इलाहाबाद : रचनाप्रकाशन।
2. Satyavrat, Usha. (1987). *Sanskrit Dramas of the Twentieth Century*. Delhi : Mehar Chand Lachmandas.
3. Joshi, K. R. & Ayachuit, S. M. (1991). *Post Independence Sanskrit Literature*. Nagpur.
4. शास्त्री, कलानाथ, (1995), *आधुनिक काल का संस्कृत गद्य साहित्य*, दिल्ली : राष्ट्रिय संस्कृत संस्थान।
5. उपाध्याय, रामजी, (1996), *आधुनिकसंस्कृतनाटक*, वाराणसी : चौखम्बा सुरभारती प्रकाशन।
6. त्रिपाठी, राधावल्लभ, (1999), *संस्कृत साहित्य : बीसवीं शताब्दी*, दिल्ली : राष्ट्रिय संस्कृत संस्थान।
7. द्विवेदी, मीरा, (2000), *आधुनिक संस्कृत महिला नाटककार*, दिल्ली : परिमल पब्लिकेशन्स।
8. Prajapati, Manibhai K. (2005). *Post Independence Sanskrit Literature: A Critical Survey*. Patna.
9. कुलश्रेष्ठ, रुचि, (2008), *बीसवीं शताब्दी का संस्कृतलघुकथासाहित्य*, दिल्ली : राष्ट्रिय संस्कृत संस्थान।
10. द्विवेदी, रहस विहारी, *आधुनिक महाकाव्य समीक्षणम्*।

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

# SOCIAL SCIENCES MAJORS

## Major 2.10: Revisiting the History of Bharat

**Course Objectives:**

1. Introduce students to lesser-known facts about Bharata and its history.
2. Develop refined perspectives on Indian history.
3. Encourage further exploration and critical study of historical knowledge.

**Learning Outcomes:**

After the completion of the course the students will:

1. Participate confidently in discussions on Indian history.
2. Apply historical knowledge and perspectives to present-day societal issues.
3. Analyze and interpret historical events with informed viewpoints.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.10 | Revisiting the History of Bharat | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Setting the Context and Understanding Bharata.** **Credit 1**

- Distortion of Indian History.
- History and Itihāsa: Understanding their nature and differences.
- What Bharata is? Oneness despite multiple kingdoms.
- Rajadharma and Kingship: Training, lifestyle, and loyalty of kings; Dharmavijayi, Lobhavijayi, Asuravijayi; Comparison with Islamic kings.
- Discussion of Brahma and Kshatra from Vedic literature.
- Overview of Mauryan and Gupta dynasties: administration, culture, and legacy.
- Lesser-known kings: Harsha of Thanesar, Raja Shailendra, Pulakeshin II.

**Unit II Indian Resistance to Invasions.** **Credit 1**

- Early civilizations, Christianity, Islam, and their influence.
- Stories of Egypt and Spain.
- Indian resistance (700–1200 CE):
  - Nagabhata I – repelling Arab invasions in Rajasthan.
  - Bappa Rawal – consolidating Mewar and resisting invaders.
  - Vikramaditya I – defending central India against foreign threats.
- Later resistance against Delhi Sultanates and Mughals:
  - Veerakampana Raya reclaiming Madurai.
  - Raja Suheldev repelling Ghaznavid invasions.
  - Raja Raja Chola, I expanding south against invaders.
  - Maharana Pratap resisting Mughal expansion.
  - Shivaji establishing Maratha resistance against Mughals.

- Student Presentations: Various cases from different parts of India.

**Unit III Society, Women, and Education in Ancient India. Credit 1**

- Women in Ancient India: References from Vedas and classical literature.
- Queens of India, Scholars, and poetesses.
- Education in Ancient India: Institutions, practices, and philosophies.
- Contributions of rulers in promoting education and culture: Raja Krishnadevaraya, Samudragupta, Raja Harsha.

**Unit IV Reconstruction of Tradition and Lesser-Known Figures. Credit 1**

- Reconstruction of Tradition: Chanakya – Chandragupta, Vidyaranya – Hakka-Bukka, Shankar Dev, Padma Subrahmanyam.
- Unknown Faces of Great Personalities: Basavanna, Raja Ram Mohan Roy, Dr. B.R. Ambedkar.
- Aryan Invasion/Migration Debate.
- Student Presentations: Indian society – unknown facts.

**Essential/Recommended readings/Texts:**

1. Majumdar, R. C. *An Advanced History of India.*
2. Goel, Sita Ram. *History of Heroic Hindu Resistance to Muslim Invaders, 636 AD to 1206 AD.*
3. Balakrishna, Sandeep. *Invaders and Infidels (Book 1).*
4. Ganesh, R., Balakrishna, Sandeep, & Ravikumar, Hari. *Kshattra: The Tradition of Valour in India.*

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

## Major 2.11: Indian Epigraphy II

**Course Objectives:**

1. Acquaint students with epigraphical resources in Sanskrit as crucial historical sources.
2. Explore the significance of inscriptions as a medium of documenting society, politics, and economy.
3. Develop skills to interpret inscriptions for historical reconstruction and understanding.

**Learning Outcomes:**

After the completion of the course the students will:

1. Identify and differentiate various types of inscriptions used in Indian history.
2. Analyze the content of inscriptions to understand historical and societal contexts.
3. Interpret inscriptions to reconstruct historical events and cultural practices.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.11 | Indian Epigraphy II | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Selected Inscriptions (Up to 400 AD).** **Credit 1**

- First Pillar Edict Delhi Topra.
- Maski Rock Inscription.
- Girnar Inscription of Rudradaman.
- Naland Copper Inscription of Samudragupt.
- Mehrauli Iron-Pillar Inscription.

**Unit II Selected Inscriptions (Post 400 AD).** **Credit 1**

- Mandsaur Koop-pillar Inscription of Yashodharman.
- Aihole Inscription of Pulkeshin II.
- Vigrahraj Inscription of Kotla.

**Unit III Importance of Epigraphy.** **Credit 1**

- Inscriptions as Historical Source Material.
- Proper dating of events.
- Understanding ancient culture and beliefs.
- Learning the social and economic life of ancient people.
- Learning new languages.

**Unit IV Chronograms and Dating of Inscriptions.** **Credit 1**

- Study of chronograms used in inscriptions.
- Methods for dating inscriptions based on historical context.

**Essential/Recommended readings/Texts:**


1. Dani, Ahmad Hasan. (1963). *Indian Paleography.* Oxford.
2. Sircar, D. C. (1965). *Select Inscriptions* (Vol. I). Calcutta.
3. झा बन्धु, (1968), *उत्कीर्णलेखपञ्चकम्,* वाराणसी।
4. राणा, एस.एस., (1978), *भारतीय अभिलेख,* दिल्ली: भारतीय विद्याप्रकाशन।
5. Satyamurty, K. (1992). *Text Book of Indian Epigraphy.* Delhi: Lower Price Publication.
6. सैनी, रणजीत सिंह, (2000), *अभिलेख-मंजूषा,* दिल्ली: न्यूभारतीय बुक कार्पोरेशन।
7. Pillai, Swami Kannu & Ramchandran, K. S. (2003). *Indian Chronology (Solar, Lunar and Planetary).* Asian Educational Service.
8. काम्बोज, जियालाल, *उत्कीर्णलेखस्तबकम्,* दिल्ली: ईस्टर्न बुकलिंकर्स।
9. सहाय, शिवस्वरूप, *भारतीय पुरालेखों का अध्ययन,* दिल्ली: मोतीलाल बनारसीदास।

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

## Major 2.12: Introduction to Itihasa & Purana Tradition

**Course Objectives:**

1. Trace the origin, evolution, and significance of the Itihāsa–Purāṇa tradition.
2. Introduce major texts, authors, and their contributions to Indian narrative thought.
3. Highlight the cultural, spiritual, and literary impact of the Itihāsa–Purāṇa tradition.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Identify the foundations and development of the Itihāsa–Purāṇa tradition.
2. Analyze its role in shaping Indian culture, civilization, and values.
3. Evaluate its influence on Indian literature and narrative traditions.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.12 | Introduction to Itihasa and Purana Tradition | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Meaning and Significance of Itihāsa-Purāṇa.** **Credit 1**

- Meaning of Itihāsa and Purāṇa.
- Mentions of Itihāsa and Purāṇa in Atharvaveda (15-6-8,11), Chāndogya Upaniṣad (7.4) and Arthaśāstra (1.5)
    - Exposition of: "इतिहासपुराणाभ्यां वेदं समुपबृहंयेत्।"
- Panca Lakṣaṇa (Five Characteristics) of Purāṇa.
- The place of Itihāsa-Purāṇa in the Indian narrative tradition.

**Unit II Rāmāyaṇa.** **Credit 1**

- The text and author of Rāmāyaṇa.
- Various versions and critical editions of Rāmāyaṇa.
- Ethos and culture depicted in Rāmāyaṇa.
- Rāmāyaṇa as a source-book (Upajīvya) for later literary production.

**Unit III Mahābhārata.** **Credit 1**

- The text and author of Mahābhārata.
- Evolution of the text:
    - Jaya.
    - Bhārata.
    - Mahābhārata.
- Brief description of 18 chapters of Mahābhārata.
- Mahābhārata as an encyclopaedic text.
- Mahābhārata as a sourcebook (Upajīvya) for later literary production.

**Unit IV Purāṇa.** **Credit 1**

- Brief introduction to 18 Purāṇas.
- Purāṇa as a sourcebook for:
    - History.
    - Religion.
    - Culture.
    - Geography.
    - Art and craft.

**Essential/Recommended readings/Texts:**


1. Chaturvedi, Badarinath. (2006). *Mahabharata: An Inquiry in the Human Condition.* Delhi: Orient Longman.
2. बांडिवदेकर, चन्द्रकांत, (2009), *भारतीय साहित्य पर महाभारत का प्रभाव,* आर्य प्रकाशन मंडल।
3. Rajagopalachari, C. (2013). *Ramayana.* Mumbai: Bharatiya Vidya Bhavan.
4. स्वामी सत्यरुपानंद, (2018), *महाभारत-मुक्ता,* नागपुर: रामकृष्ण मठ।
5. जोशी, दिनकर, (2020), *महाभारत एक दर्शन,* प्रभात प्रकाशन।
6. (2021), *श्रीमद्वाल्मीकीय रामायण,* गोरखपुर: गीताप्रेस।
7. Keith, A. B. *History of Classical Sanskrit Literature.* Delhi: MLBD.
8. शर्मा, उमाशंकर ऋषि, *संस्कृत साहित्य का इतिहास,* दिल्ली: ऋषि प्रकाशन।
9. द्विवेदी, कपिलदेव, *संस्कृत साहित्य का समीक्षात्मक इतिहास।*
10. उपाध्याय, बलदेव, *पुराण-विमर्श।*
11. व्यास, नानूराम, *रामायणकालीन संस्कृति,* सस्ता साहित्य मंडल।

# THIRD YEAR: MAJOR PAPERS

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

# SEMESTER – 5

# SANSKRIT MAJORS

**Major 3.1: Vedic Literature**

**Course Objectives:**

1. To introduce students to the origin, structure and classification of Vedic literature, including the Samhitas, Brahmanas, Aranyakas and Upanishads.
2. To develop an understanding of the historical, linguistic and cultural contexts of the Vedic period.
3. To enable students to analyze selected hymns and philosophical texts such as the Ṛgveda and Kathopanishad.
4. To cultivate appreciation for the spiritual, literary and philosophical dimensions of Vedic thought and its influence on Indian culture.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the major divisions and contents of Vedic literature and their chronological development.
2. Interpret selected hymns from the Ṛgveda and philosophical passages from the Upanishads.
3. Analyze the transition from ritualistic to philosophical thought within the Vedic corpus.
4. Evaluate the enduring significance of Vedic literature in shaping Indian philosophical and cultural traditions.

**Credit Framework**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.1 | Vedic Literature | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Vedic Literature.** **Credit 1**

- Samhita (Period and Contents of Samhitas)

**Unit II Introduction to Vedic Literature.** **Credit 1**

- Brahmana, Ayanyaka and Upanishad (Analysis of Contents)

**Unit III Rgveda.** **Credit 1**

- Agni Sukta (1.1), Indra Sukta (1.81)

**Unit IV Kathopanishad (Second Valli)** **Credit 1**

**Essential/Recommended Readings/Texts:**


1. Wilson, H. H. (1946). Rig Veda. Bangalore City: The Bangalore Printing & Publishing Co. LTD.
2. Shastri, J. L. (Ed.). (1978). Suklayajurveda Samhita (Vajasaneyi-Madhyandina). Delhi: Motilal Banarsidass.
3. Telang, & Choubey. (1997). New Vedic Selection. Varanasi: Bharatiya Vidya Prakashan.
4. कृष्णलालः, (1973), वैदिक संग्रह, दिल्ली : इन्दु प्रकाशन।
5. तिवारी शशिः, (1981), कठोपनिषद् (शाङ्करभाष्य संवलित), नई दिल्ली : मेहरचन्द लछमनदास पब्लिकेशन्स्।
6. त्रिवेदी रामगोविन्दः, (1990), ऋग्वेदसंहिता (सायणाचार्यकृत भाष्य एवं हिन्दी व्याख्या सहित), दिल्ली : चौखम्बा संस्कृत प्रतिष्ठान।
7. कठोपनिषद् (शाङ्करभाष्य हिन्दी अनुवाद सहित), (2015), गोरखपुर : गीता प्रेस।
8. शास्त्री रामकृष्णः, (2015), शुक्लयजुर्वेदसंहिता (उव्वट-महीधरभाष्यसंवलिता), वाराणसी : चौखम्बा विद्याभवन।
9. जोशी कन्हैयालालः, (2019), ऋग्वेदसंहिता (सायणाचार्यकृत भाष्य एवं हिन्दी अनुवाद), दिल्ली : परिमल पब्लिकेशन्स।
10. केन्द्रीयसंस्कृतविश्वविद्यालयः, ऋग्वेदसंहिता (सायणभाष्यम्), नई दिल्ली।


**Additional Readings:**


1. Velankar, H. D. (1965), Ṛksūktāvalī, Pune: Vaidika Sanshodhana Mandala॥
2. Velankar, H. D. (1972), Ṛksūktavaijayanti, Bombay: Bharatiya Vidya Bhavan.
3. सूर्यकान्तः (अनुवादकः), (1962), वैदिक देवशास्त्र, लेखकः – ए. ए. मैकडनल, नई दिल्ली: मेहरचन्द लछमनदास पब्लिकेशन्स।
4. तिवारी शशिः, (2014), वेदव्याख्यापद्धतयः, दिल्ली: प्रतिभा प्रकाशन।
5. शर्मा उमाशंकरऋषिः, (2019), ऋक्सूक्तनिकरः, वाराणसी: चौखम्बा ओरियण्टालिया।

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

**Major 3.2: Nāstika Schools and Selected Western Philosophical Traditions**

**Course Objectives:**

1. To introduce students to the core principles and canonical sources of major non-Vedic Indian philosophical systems such as Buddhism, Jainism and Cārvāka.
2. To develop an understanding of key metaphysical and epistemological concepts like Pratītyasamutpāda, Anātman, Anekāntavāda and Pramāṇa.
3. To encourage critical engagement with ethical doctrines and the philosophical foundations of non-violence, karma and liberation across traditions.
4. To familiarize students with major Western philosophical ideas from Greek, Rationalist, Empiricist and Kantian perspectives.
5. To promote comparative reflection between Indian and Western thought on self, reality, knowledge and ethics.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the fundamental doctrines of Buddhist, Jain and Cārvāka philosophies with reference to their canonical texts and historical development.
2. Analyze the epistemological positions of Dignāga, Dharmakīrti and Jain logicians in contrast to Western theories of knowledge.
3. Evaluate the ethical frameworks of non-Vedic traditions, especially their implications for concepts of karma, duty and liberation.
4. Compare and contrast Indian non-Vedic ideas with Western notions of self, reality and moral reasoning.
5. Apply comparative philosophical reasoning to identify continuities and divergences between Indian and Western systems of thought.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.2 | Nāstika Schools and Selected Western Philosophical Traditions | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Bauddha Darśana – Core Concepts of Buddhist Philosophy.** **Credit 1**

- Historical background and canonical texts.
- Four Noble Truths and Eightfold Path.

- Pratītyasamutpāda (Dependent Origination)
- Anātman (No-Self) and Śūnyatā (Emptiness)
- Major schools: Theravāda, Mādhyamika, Yogācāra.
- Epistemology: Dignāga and Dharmakīrti.
- Critiques of Ātman and Brahman

**Unit II Jaina Darśana – Non-Absolutism and Ethics. Credit 1**

- Jīva, Ajīva and karma theory.
- Anekāntavāda (Non-absolutism)
- Syādvāda (Conditional predication)
- Five great vows and ethical discipline.
- Epistemology: Pramāṇa and Nayavāda.
- Jain metaphysics and cosmology.

**Unit III Cārvāka and Other Non-Vedic Traditions. Credit 1**

- Cārvāka materialism and pratyakṣa as sole pramāṇa.
- Rejection of inference and Vedic authority.
- Ethical naturalism and critique of ritualism.
- Ajīvaka determinism (niyati) – brief note.
- Comparative reflections: Buddhism, Jainism and Cārvāka.

**Unit IV Select Western Philosophical Traditions - A Comparative Perspective. Credit 1**

- Greek thought: Socratic ethics, Plato's forms, Aristotle's logic.
- Rationalism vs Empiricism: Descartes, Locke, Hume.
- Kant's synthetic a priori and categories of understanding.
- Comparative themes: self, reality, knowledge.
- Indian pramāṇa theory vs Western epistemology.
- Ethics: Dharma vs virtue/utilitarian frameworks.

**Essential/Recommended Readings/Texts**

1. Shastri, Kuppuswami. (1951). A Primer of Indian Logic. Madras: University of Madras.
2. Radhakrishnan, S. (1992). Indian Philosophy (Vols. 1–2). Oxford University Press.
3. Hiriyanna, M. (1993). Essentials of Indian Philosophy. Delhi: Motilal Banarsidass.
4. Kadvekar, S. K. (2000). Indian and Western Philosophy: A Comparative Study. Pune: University of Pune Press.
5. Mādhavācārya. Sarva-Darśana-Saṃgraha. Varanasi: Chaukhamba Vidya Bhavan.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

**Major 3.3: Sahitya Shastra: Rasa and Dhvani**

**Course Objectives:**

1. To introduce students to the foundational concepts of *Kāvyaśāstra* including *kāvya-lakṣaṇa*, *kāvya-prayojana* and *kāvya-hetu* as articulated by major theorists.
2. To develop an understanding of *rasa theory* as propounded in the *Nāṭyaśāstra* and its subsequent interpretations by aesthetic philosophers.
3. To examine the detailed components of *rasa* and their expressive functions in classical Sanskrit literature.
4. To familiarize students with the theory of *dhvani* and *vyañjanā* and their role in the evolution of poetic theory.
5. To cultivate analytical and appreciative skills for interpreting Sanskrit literary works through aesthetic and theoretical frameworks.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain and compare definitions of kāvya proposed by Bhāmaha, Daṇḍin, Vāmana, Mammaṭa and Rājaśekhara.
2. Describe the purpose (kāvya-prayojana) and causes (kāvya-hetu) of poetry and their philosophical implications.
3. Analyze the concept of rasa in the Nāṭyaśāstra and discuss interpretative theories of Bhaṭṭaṭauta, Bhaṭṭanāyaka, Śaṅkuka and Abhinavagupta.
4. Identify and illustrate various rasas, their components (vibhāva, anubhāva, vyabhicāribhāva, sthāyibhāva) and their expressive functions in poetry and drama.
5. Evaluate the significance of dhvani and vyañjanā as the essence of poetic expression and discuss Abhinavagupta's theory of rasa-dhvani.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.3 | Sahitya Shastra: Rasa and Dhvani | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Kāvya Lakṣaṇa, Kāvya Prayojana & Kāvya Hetu.** **Credit 1**

- Definitions of kāvya: Bhāmaha, Daṇḍin, Vāmana, Mammaṭa, Rājaśekhara.
- Kāvya-prayojana: śikṣā, vyutpatti, rasānanda.
- Kāvya-hetu: pratibhā, aucitya, abhyāsa, śravaṇa, loka-anubhava, kāvyapuruṣārtha, kāvyapratibhā.

**Unit II Rasa Theory - Foundations.** **Credit 1**

- Nāṭyaśāstra's rasa-sūtra and sādhāraṇīkaraṇa.

- Theories of Bhaṭṭaṭauta, Bhaṭṭanāyaka, Śaṅkuka, Abhinavagupta.
- Rasa as guṇa, anukṛti, abhivyakti, camatkāra.
- Psychological and ontological dimensions of rasa.

**Unit III Rasa in Detail - Components, Types and Expression. Credit 1**

- Navarasa with vibhāvas, anubhāvas, vyabhicāribhāvas, sthāyibhāva.
- Avāntara rasas: kāruṇya, bhakti, vātsalya, rāgānurāga.
- Rasa-anubhava, sādhāraṇīkaraṇa, role of reader/spectator.
- Emotional replication and aesthetic relish.

**Unit IV Dhvani and Vyañjanā. Credit 1**

- Dhvani as soul of poetry; vācya, lakṣya, vyaṅgya distinction.
- Vyañjanā beyond abhidhā and lakṣaṇā.
- Types of dhvani: vastu, alaṅkāra, rasa.
- Supremacy of rasa-dhvani and Abhinavagupta's elaboration.

**Essential/Recommended Readings/Texts**

1. Hiriyanna, M. (1954). Art Experience. Mysore: Kavyalaya Publishers.
2. Viśvanātha. (1971). Sāhitya-darpaṇa. New Delhi: Motilal Banarsidass.
3. Bharata-muni. (1988). Nāṭya-śāstra (Ed. R. S. Nagar) with Abhinavagupta's Abhinava-bhāratī. New Delhi: Parimal Publications.
4. Ānandavardhana. (1998). Dhvanyāloka with Abhinavagupta's Locana. New Delhi: Munshiram Manoharlal Publishers.
5. Ganesh, R. Ālaṅkāraśāstra (Trans. M. C. Prakash). Bengaluru: Bharatiya Vidya Bhavan.
6. Ganesh, R. A Series of 14 Lectures on Ālaṅkāraśāstra [YouTube playlist]. Retrieved from – https://www.youtube.com/playlist?list=PLlNdduOe1pp3SVa44_S6Axnk4DK3QCiIn

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

**Major 3.4: Textual study of Tarkasamgraha – I (Up to Pratyakṣa)**

**Course Objectives:**

1. To introduce students to the foundational structure of Nyāya–Vaiśeṣika philosophy, beginning with the Maṅgalācaraṇa and the seven padārthas as categories of reality.
2. To develop a clear understanding of the Nyāya concept of Īśvara (God) and its philosophical justification through rational argumentation.
3. To examine the theory of Pratyakṣa (perception) and its classifications, emphasizing the distinction between nirvikalpaka and savikalpaka perception.
4. To analyze Nyāya's model of sensory cognition and its relation to sense-object contact (indriyārtha-sannikarṣa).
5. To promote comparative philosophical thinking through the study of Buddhist, Jaina, Mīmāṃsā and Vyākaraṇa perspectives on Nyāya–Vaiśeṣika categories and perception.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the significance of Maṅgalācaraṇa and describe the seven padārthas of Nyāya–Vaiśeṣika with philosophical clarity.
2. Compare Nyāya–Vaiśeṣika metaphysics with alternative ontological models from Buddhist, Jaina and Mīmāṃsā systems.
3. Analyze Nyāya's rational arguments for the existence of Īśvara and evaluate counter-positions from other schools.
4. Distinguish between nirvikalpaka and savikalpaka pratyakṣa and explain their epistemic roles within Nyāya theory.
5. Examine the process of perception through indriyārtha-sannikarṣa, discuss theories of perceptual error (khyātivāda) and assess the importance of Pratyakṣa in Nyāya epistemology.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.4 | Textual study of Tarkasamgraha – I (Up to Pratyakṣa) | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Maṅgalācaraṇa and Seven Padārthas (Comparative View)** **Credit 1**

- Invocation and purpose of study (*Maṅgalācaraṇa*)
- Seven padārthas of Nyāya–Vaiśeṣika: *dravya, guṇa, karma, sāmānya, viśeṣa, samavāya, abhāva*
- Comparative perspectives from Buddhism, Jainism, Mīmāṃsā, Vyākaraṇa etc.
- Meta-level insight: Nyāya–Vaiśeṣika as a comprehensive map of reality, debated by other Darśanas.

**Unit II Īśvaravāda.** **Credit 1**

- Arguments for the existence of Īśvara.
- Nyāya's reasoning
- Counter-arguments from Buddhist and Mīmāṃsaka traditions.
- Annambhaṭṭa's presentation and responses.

**Unit III Pratyakṣa (Perception I)** **Credit 1**

- Definition and types: *nirvikalpaka* vs *savikalpaka.*
- Role of indriyas (senses) and artha (object)
- External and internal sense organs.

**Unit IV Pratyakṣa (Perception II)** **Credit 1**

- *Indriyārtha-sannikarṣa* (modes of contact)
- Perceptual error (*khyātivāda*) and comparative theories.
- Obstacles in perception (*artha-grahaṇeṣu bādha*)
- Relevance of Pratyakṣa in Nyāya system.

**Essential/Recommended Readings/Texts**

1. Annambhaṭṭa. (2003). Tarkasaṁgraha. Pune: Bhandarkar Oriental Research Institute (BORI).
2. Annambhaṭṭa. (2017). Tarkasaṁgraha. Varanasi: Chaukhamba Surbharati Prakashan.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

# SOCIAL SCIENCES MAJORS

## Major 3.5: Administrative Foundations in Kautilya's Arthashastra (Vinayadhikarana)

**Course Objectives:**

1. To introduce students to the foundational principles of kingship and the ideal training of a ruler as outlined in the Arthaśāstra.
2. To understand the ethical and administrative frameworks governing the conduct of kings and ministers.
3. To analyze Kautilya's guidelines for selection, duties and moral integrity of ministers and officials.
4. To study the structure and functioning of royal councils and espionage systems as instruments of statecraft.
5. To explore the mechanisms of internal and palace security ensuring the protection of the king and the stability of the state.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the principles of royal education, discipline and self-control (indriya-nigraha) as essential to good governance.
2. Identify the qualifications, duties and ethical expectations of ministers and high officials in the Arthaśāstra.
3. Analyze the functioning of secret councils (mantriparishad) and the strategic use of spies (gūḍhapuruṣas) in maintaining state order.
4. Evaluate Kautilya's insights on internal vigilance, loyalty testing and prevention of conspiracy within the administration.
5. Assess the role of discipline, morality and intelligence systems in safeguarding both the ruler and the realm.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.5 | Administrative Foundations in Kautilya's Arthashastra (Vinayadhikarana) | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Training and Discipline of the Prince.** **Credit 1**

- Control of senses and self-restraint (*indriya-nigraha*)
- Role of teachers and elders in training the heir.
- King's personal discipline and ethical conduct.
- Importance of dharma, artha and kama balance.

**Unit II Ministerial Selection and Conduct.** **Credit 1**

- Criteria for selecting ministers (*amatyas*)
- Qualities of an ideal counselor.

- Duties and responsibilities of high officials.
- Code of conduct, honesty and accountability.

**Unit III Councils and Espionage System. Credit 1**

- Secret councils (*mantriparishad*) and advisory roles.
- Use of spies (*gūḍhapuruṣas*) for governance.
- Loyalty testing of ministers and officers.
- Detection and prevention of treachery.

**Unit IV Internal and Palace Security. Credit 1**

- King's personal security and palace supervision.
- Surveillance within the court and administration.
- Methods to safeguard the state from traitors.
- Protection of kingship through vigilance.

**Essential/Recommended Readings/Texts:**

1. Kangle, R. P. (1960–1965). Kautilya's Arthashastra (3 Vols.). Bombay: University of Bombay.
2. Rangarajan, L. N. (1992). The Arthashastra. New Delhi: Penguin Books.
3. Unni, N. P. (Ed.). (2012). Arthashastra of Kautilya (Edited by T. Ganapati Sastri). Delhi: New Bharatiya Book Corporation.
4. Sihag, B. S. (2014). Kautilya: The True Founder of Economics. Cham: Springer.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

**Minor 3.6: Rethinking Social Sciences: An Indic Perspective**

**Course Objectives:**

1. Provide an overview of the evolution of social sciences and their emergence in the West.
2. Introduce indigenous categories of social organization, ethics, and governance.
3. Familiarize students with key Indian thinkers and knowledge systems relevant to society.
4. Critique the colonial and postcolonial shaping of Indian academia.

**Learning Outcomes:**

After completing of the course, students will:

1. Identify and use Indian categories (e.g., Dharma, Jāti, Ṛta, Puruṣārtha) in understanding society.
2. Critically assess the colonial legacy in Indian academia and institutions.
3. Recognize and engage with Indian knowledge systems and texts.
4. Develop comparative insights between Western disciplines and Indian thought traditions.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.2 | Rethinking Social Sciences: An Indic Perspective | 3 | 1 | 0 | 04 |

**Details of Course:**

**Unit I Social Sciences: Western Origins and Critiques.** **Credit 1**

- Birth of disciplines in the West – Sociology, Political Science, Anthropology, etc.
- Enlightenment and Positivism.
- Individualism, Rationalism, and Modernity.
- Critique of Western "Universals" and Eurocentrism.
- How the West studies Indian society.

**Unit II Indigenous Social Thoughts and Institutions.** **Credit 1**

- Understanding Indian social thoughts: Puruṣārthas, Varṇa, Āśrama.
- Society as Cosmos: Ṛta and Dharma, harmony, and interdependence.
- Indian knowledge traditions through textual evidences – *Aṣṭādhyāyī*, *Dharmashāstra*, *Kāvyas.*
- Introduction to Indian thinkers: Kautilya, Swami Vidyaranya, Sri Aurobindo, Tagore, Dharampal, etc.

**Unit III Introduction to Indian Society.** **Credit 1**

- Fundamental units of Indian society: Family, Gurukula, and Temple.

- Family as the basic unit: joint families, intergenerational roles.
- Gurukula: role in society, Guru-śiṣya Paramparā, holistic education.
- Temple as a civilizational centre: socio-cultural, educational, and economic functions.

**Unit IV Rethinking Disciplines Through Indic Lens. Credit 1**

- Role of family, community, ritual, and cosmos in understanding society.
- Can we have Indian Sociology, Indian Anthropology, Indian Political Science?
- Understanding the cultural fabric of India as the base for developing Indian social sciences.
- Pathways for decolonizing education and curriculum.

**Essential/Recommended Readings:**

1. S.N. Balagangadhara, *The Heathen in His Blindness*
2. Edward Said, *Orientalism*
3. Dharampal, *The Beautiful Tree.*

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

**Minor 3.7: Sociology in the Pre-Common Era: Comparative Civilizational Perspectives**

**Course Objectives:**

1. Introduce students to early sociological ideas in major world civilizations.
2. Examine how ancient societies understood social order, ethics, governance, and roles.
3. Analyze foundational texts and thinkers from India, Greece, and China.
4. Identify similarities, contrasts, and enduring ideas across civilizations.
5. Foster critical engagement with classical social thought in relation to modern concerns.

**Learning Outcomes:**

After completing of the course, students will:

1. Describe core social institutions and values in Indian, Greek, and Chinese civilizations.
2. Analyze ancient texts with a sociological lens.
3. Compare different models of order, hierarchy, justice, and knowledge.
4. Reflect on the pre-modern roots of modern sociological concepts.
5. Apply civilizational insights to contemporary issues in society and governance.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.7 | Sociology in the Pre-Common Era: Comparative Civilizational Perspectives | 3 | 1 | 0 | 04 |

**Details of Course:**

**Unit I Society in Early Indian Civilization: Vedic and Post-Vedic Periods. Credit 1**

- Kinship and ritual order in Ṛgvedic society.
- Varṇa, Āśrama, and Dharma: social organization and life stages.
- Family and education in Vedic societies.
- Reflection from Pāṇini's times: societal studies.
- Social codes of conduct: Dharmasūtras and Dharmaśāstras.

**Unit II Classical Greek Society. Credit 1**

- The Polis: political and social thought in Athens and Sparta.
- Concepts of citizenship and slavery.
- Philosophical visions of society: Plato and Aristotle.
- Family, education, and women in Greek society.
- Ethics, justice, and hierarchy.

**Unit III Early Chinese Sociological Thought. Credit 1**

- Social harmony through Li (ritual), Ren (humaneness), and filial piety in Confucianism.
- Daoism: society through spontaneity, nature, and balance.

- Legalism and state control: Han Feizi's vision of order.
- Family, kinship networks, and education.
- Hierarchy and social responsibility.

**Unit IV Comparative Insights and Contemporary Relevance. Credit 1**

- Comparing Indian, Greek, and Chinese frameworks: ethics, order, education, and authority.
- Common civilizational themes: family, duty, hierarchy, and justice.
- Legacy of ancient thought in shaping identity, gender, and governance today.
- Are modern sociological categories sufficient to understand pre-modern societies?

**Essential/Recommended Readings:**

1. Dr. Gajanan Pandey, *Paninikalin Dharma Evam Samaj*
2. Patrick Olivelle, *Dharmasutras*
3. D.D. Kosambi, *The Culture and Civilization in Ancient India*
4. Plato, *Republic*
5. Aristotle, *Politics*
6. Paul Cartledge, *Ancient Greece: A History of Eleven Cities*
7. Benjamin Schwartz, *The World of Thought in Ancient China*
8. Shmuel Eisenstadt, *Comparative Civilizations and Multiple Modernities*.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

# SEMESTER – 6
# SANSKRIT MAJORS

**Major 3.8: Sahitya shastra - II (Aucitya, Vakrokti, Alaṅkāra, Rīti & Guṇa)**

**Course Objectives:**

1. To introduce students to the aesthetic and theoretical foundations of Aucitya, Vakrokti, Alaṅkāra, Rīti and Guṇa in Sanskrit poetics.
2. To explore Kṣemendra's doctrine of Aucitya as a principle governing harmony and propriety in poetic composition.
3. To examine Kuntaka's theory of Vakrokti as the creative essence of poetic expression and its sixfold manifestation.
4. To study the nature, types and aesthetic function of Alaṅkāras in enhancing poetic beauty and rasa.
5. To understand Rīti and Guṇa as stylistic determinants of poetic excellence and compare them with other major poetic theories like Dhvani and Rasa.To introduce the aesthetic significance of *auchitya*, *vakrokti*, *alankara*, *riti* and *guna* in Sanskrit poetics.
6. To familiarize students with key texts and thinkers like Kshemendra, Kuntaka and others through focused textual study.
7. To develop analytical skills for applying classical poetic theories to interpret literary works.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Define and interpret the concepts of Aucitya, Vakrokti, Alaṅkāra, Rīti and Guṇa within the framework of Sanskrit poetics.
2. Analyze Kṣemendra's classification of Aucitya and explain its role in the realization of rasa and poetic harmony.
3. Illustrate Kuntaka's six levels of Vakratā with examples, showing how stylistic deviation contributes to poetic creativity.
4. Identify and explain major Alaṅkāras (figures of speech) and assess their role in producing aesthetic delight and expressive richness.
5. Evaluate the significance of Rīti and Guṇa as determinants of poetic style and discuss their interrelation with Rasa, Dhvani and Vakrokti theories.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.8 | Sahitya shastra - II (Aucitya, Vakrokti, Alaṅkāra, Rīti & Guṇa) | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Aucitya (Propriety in Poetry)** **Credit 1**

- Definition and scope of aucitya (propriety)

- Kṣemendra's classification: aucitya in rasa, alaṅkāra, guṇa, dhvani, vakrokti, bhāva, vastu, prabandha.
- Role of aucitya in rasa-niṣpatti (emotional realization)
- Distinction between aucitya and anaucitya.
- Illustrative examples from Sanskrit kāvya.
- Comparative insights with alaṅkāra and rasa perspectives.

**Unit II Vakrokti (Oblique Expression) Credit 1**

- Vakrokti as poetry's soul according to Kuntaka.
- Six levels of vakratā:
  - Varṇavinyāsa vakratā (phonetic)
  - Padapūrvārddha vakratā (first half of word)
  - Padottarārddha vakratā (second half of word)
  - Vākya vakratā (sentence-level)
  - Prakaraṇa vakratā (section-level)
  - Prabandha vakratā (entire composition)
- Stylistic beauty through deviation and creativity.
- Distinction and dialogue with dhvani and alaṅkāra schools.
- Textual illustrations showing vakratā in application.

**Unit III Alaṅkāra (Figures of Speech) Credit 1**

- Alaṅkāra as poetic śobhā (embellishment)
- Classification: śabda-alaṅkāras and artha-alaṅkāras.
- Selected alaṅkāras: upamā, rūpaka, utprekṣā, yamaka, anuprāsa, dīpaka, samāsokti, atiśayokti.
- Aesthetic function in enhancing rasa and poetic expression.
- Critique of alaṅkāra school for overemphasis on external embellishment.
- Integration with dhvani and rasa theories.

**Unit IV Rīti (Style) and Guṇa (Merits) Credit 1**

- Rīti defined as śabdārtha-yojanā (word-meaning combination)
- Classification of rīti: vaidarbhī, gauḍī, pāñcālī.
- Vāmana's view: rīti as kāvyātmā (soul of poetry)
- Guṇas: mādhurya, ojas, prasāda, saushṭhava, saukumārya.

- Role of rīti and guṇa in poetic excellence and rasa production.
- Comparative evaluation of rīti-vāda, dhvani-vāda, vakrokti-vāda.

**Essential/Recommended Readings/Texts**

1. Mammaṭa. (1930). Kāvya-prakāśa (with Bhaṭṭa-gopāla's Sāhitya-cūḍāmaṇi and Śrīvidyā-cakravartī's Sampradāya-prakāśinī). Tiruvananthapuram: Trivandrum Sanskrit Series Office.
2. Kuntaka. (1977). Vakrokti-jīvita (with English translation by K. Krishnamoorthy). Dharwar: Karnatak University.
3. Kṣemendra. (1982). Aucitya-vicāra-carcā. Varanasi: Krishnadas Academy.
4. Appayya-dīkṣita. (1998). Kuvalayānanda. Hyderabad: Srimad Appayya Deekshitendra Granthavali Prakasana Samiti.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

**Major 3.9: Sanskrit Writing: Translation, Composition and Creativity**

**Course Objectives:**

1. To develop linguistic competence and stylistic awareness through translation of essays and prose passages.
2. To familiarize students with the structure, vocabulary and conventions of Śāstra-style Sanskrit writing.
3. To cultivate creativity and fluency in composing original Sanskrit prose, including narratives and descriptive pieces.
4. To train students in the art of Sanskrit poetic composition with attention to chandas (meter), alaṅkāra (figures of speech) andrasa (aesthetic emotion).
5. To enhance the ability to express thoughts coherently, elegantly and idiomatically in Sanskrit through practice, critique and revision.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Translate essays and prose passages into Sanskrit accurately, using appropriate grammar, vocabulary and idiomatic expressions.
2. Demonstrate understanding of formal Śāstra prose style and compose concise explanatory or argumentative Sanskrit paragraphs on philosophical and classical themes.
3. Create original Sanskrit prose such as short stories, travelogues, or descriptions that reflect imagination, clarity and linguistic correctness.
4. Compose Sanskrit verses in simple and moderately complex meters, applying poetic devices like alaṅkāra, dhvani and rasa effectively.
5. Critically evaluate and refine their own and peers' compositions through discussion and feedback, demonstrating aesthetic and linguistic maturity.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.9 | Sanskrit Writing: Translation, Composition and Creativity | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Translation of Essays.** **Credit 1**

- Selection of simple to moderately complex essays or prose passages.
- Focus on linguistic tools: grammar, vocabulary, sentence structure and idiomatic expressions.
- Techniques for accurate and elegant translation.
- Discussion and peer review to enhance translation quality.

**Unit II Shastra-Related Writings.** **Credit 1**

- Introduction to formal Sanskrit prose used in philosophical, scientific, or classical texts.
- Writing exercises on summarizing, explaining and arguing concepts in Shastra style.
- Emphasis on clarity, coherence and classical conventions of Shastra writing.
- Examples from Nyaya, Vedanta, Dharma Shastra, or classical scientific texts.

**Unit III Creative Prose Composition.** **Credit 1**

- Short stories, travelogues and descriptive writing.
- Exercises on imagination, narrative structure, character description and stylistic variation.
- Encouraging originality while maintaining Sanskrit linguistic norms.
- Peer discussion and refinement of creative expressions.

**Unit IV Poetic Compositions.** **Credit 1**

- Training in composing Sanskrit verses: simple meters (like Anushtubh) to slightly complex meters.
- Use of Alankaras, Dhvani and Rasa in poetic writing.
- Writing short poems, couplets, or narrative poetry.
- Group exercises and feedback for enhancing poetic sensibility and stylistic elegance.

**Essential/Recommended readings/Texts:**

1. Kale, M. R. Higher Sanskrit Grammar. Delhi: Motilal Banarsidass. (Hindi Translation also available)
2. शास्त्री, घरानन्द. *लघुसिद्धान्तकौमुदी (मूल एवं हिन्दी व्याख्या सहित).* दिल्ली: मोतीलाल बनारसीदास प्रकाशनम्।
3. नौटियाल, चक्रधर. *बृहद्-अनुवाद-चन्द्रिका.* दिल्ली: मोतीलाल बनारसीदास प्रकाशनम्।
4. द्विवेदी, कपिलदेव. *रचनानुवादकौमुदी.* वाराणसी: विश्वविद्यालय प्रकाशन।
5. द्विवेदी, कपिलदेव. *संस्कृत निबन्धशतकम्.* वाराणसी: विश्वविद्यालय प्रकाशन।

**Additional Readings:**

1. Kanshiram. (2009). *Laghusiddhantakaumudi (Vol. 1).* Delhi: Motilal Banarsidass.
2. Apte, V. S. *The Students' Guide to Sanskrit Composition.* Varanasi: Chowkhamba Series. (Hindi translation also available).
3. शास्त्री, भीमसेन. *(भैमीव्याख्या सहित लघुसिद्धान्तकौमुदी, भाग १).* दिल्ली: भैमीव्याख्या प्रकाशनम्।
4. पाण्डेय, राधामोहन. *संस्कृत सहचर.* पटना: स्टूडेण्ट्स फ्रेण्ड्स प्रकाशनम्।

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

**Major 3.10: Bhāratīya Arthaśāstra Tradition**

**Course Objectives:**

1. To introduce students to the textual foundations of Arthashastra in Vedic, epic and classical sources.
2. To examine the Mahabharata's insights on kingship, state duties and governance principles.
3. To explore Jain and other non-Vedic texts on political thought and ethical rulership.
4. To study medieval Indian contributions to administration, polity and governance.
5. To encourage comparative analysis of ethical, practical and historical approaches to Indian statecraft.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Identify key references to state, kingship and polity in Vedic and classical texts.
2. Analyze the Mahabharata's perspectives on dharma-based governance and kingly duties.
3. Compare ethical and political ideas from Jain and other non-Vedic texts with Vedic traditions.
4. Explain medieval contributions to administration, economy and governance in Indian history.
5. Critically evaluate the evolution of Indian political thought across textual and historical contexts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.10 | Bhāratīya Arthaśāstra Tradition | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Arthashastra in Vedic and Classical Texts. Credit 1**

- References in Atharva Veda: state, elements of state, duties of the king.
- Early *niti* texts: *Śukranīti*, *Kauṭilya's Arthashastra*, *Kāmandaka Nītisāra, Nītivākyāmṛta* (of Somadeva Suri)
- Survey of the textual landscape of Arthashastra tradition.

**Unit II Arthashastra in the Mahabharata. Credit 1**

- *Śāntiparva*: origin and legitimacy of the state, duties of the king, dharma as the base of the state, purpose of polity.

- *Sabhāparva – Kaccit* chapter: dialogue on the king's accountability, principles of good governance.

**Unit III Jain and Other Niti Texts. Credit 1**

- Selections from *Nītivākyāmṛta* of Somadeva Suri – ethics of rulership, statecraft and moral conduct.
- Comparative perspectives on political thought in non-Vedic traditions.

**Unit IV Medieval Contributions. Credit 1**

- *Mānasollāsa* of King Someshvara III (Western Chalukya ruler, 12th century CE) - administrative organization, arts, economy, governance.
- *Budhabhūṣaṇa* of Chhatrapati Sambhaji Maharaj- polity, justice and governance in Maratha political thought.

**Essential/Recommended Readings/Texts**

1. Śukra. (1924). Śukranīti (G. N. Jha, Ed.). Varanasi: [Publisher not specified].
2. Atharva Veda. Relevant Suktas.
3. Kauṭilya. Arthashastra (R. Shamasastry, Trans.; T. Ganapati Sastri, Sanskrit edition).
4. Kāmandaka. Nītisāra (R. P. Kangle, Trans.).
5. Somadeva Suri. Nītivākyāmṛta (Pannalal Jain, Ed.).
6. Mahābhārata. Śāntiparva & Sabhāparva (Critical Edition, BORI).
7. Someshvara III. Mānasollāsa (G. K. Shrigondekar, Ed.). Baroda: Baroda Oriental Institute.
8. Sambhaji Maharaj. Buddhabhūṣaṇa (S. S. Sardesai, Ed.).

**Additional Readings:**

1. Kangle, R. P. (1960–1965). *The Kauṭilīya Arthashāstra.* Bombay: University of Bombay.
2. Altekar, A. S. (1965). *State and Government in Ancient India.* Delhi: Motilal Banarsidass.
3. Sharma, R. S. (1966). *Aspects of Political Ideas and Institutions in Ancient India.* Delhi: Motilal Banarsidass.
4. Gopal, Lallanji. (1975). *Some Aspects of Ancient Indian Polity.* Delhi: [Publisher not specified].
5. Singh, Balbir. *Bharatiya Rajniti: Puratan evam Madhyakalin Yug.* [Publisher and year not specified].

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

**Major 3.11: Textual Study of Tantrasamgraha – II (Anumāna to Śabda)**

**Course Objectives:**

1. To introduce students to the theory and types of Anumāna (inference) in Indian logic.
2. To explore Upamāna (analogy) and Arthāpatti as means of knowledge.
3. To examine Śabda (verbal testimony) and its epistemic authority in Nyāya and other Darśanas.
4. To analyze logical fallacies, interpretive challenges and inter-school debates.
5. To develop critical understanding of epistemological methods across classical Indian traditions.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Identify and explain the types of Anumāna and their application in reasoning.
2. Analyze Upamāna and Arthāpatti as pramāṇas, including their limitations.
3. Evaluate Śabda as an authoritative source of knowledge, including vaidika and laukika testimony.
4. Detect logical fallacies (hetvābhāsas) and interpretive challenges in classical texts.
5. Compare epistemological perspectives across Nyāya, Mīmāṃsā and Buddhist traditions.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.11 | Textual Study of Tantrasamgraha – II (Anumāna to Śabda) | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Anumāna (Inference)** **Credit 1**

- Types: *pūrvavat, śeṣavat, sāmānyatodṛṣṭa.*
- Five-membered syllogism (*pañcāvayava-vākya*)
- *Vyāpti* (invariable concomitance)
- Logical fallacies: *hetvābhāsas* (five types)
- Role of *vyākaraṇa* (grammar) in inference.

**Unit II Upamāna and Arthāpatti.** **Credit 1**

- Definition and scope of Upamāna (analogy)
- Limits of analogy in cognition.
- Arthāpatti as a pramāṇa and its refutation.

- Comparative views across Darśanas.

**Unit III Śabda (Testimony I)** **Credit 1**

- Definition and types of Śabda: *vaidika* and *laukika.*
- Criteria of *āptavākya* (authoritative testimony)
- Problems in verbal cognition (*śakti-graha*)
- Śakti, lakṣaṇā, vṛtti: modes of word-meaning relation

**Unit IV Śabda (Testimony II)** **Credit 1**

- Verbal errors and interpretive challenges.
- Use of lexicons (*koṣa*) in interpretation.
- Inter-school debates on Śabda (Nyāya, Mīmāṃsā, Bauddha)
- Experiential and contextual factors.

**Essential/Recommended readings/Texts:**

1. Shastri, K. (1951). A Primer of Indian Logic (only introduction & exposition of anumāna). Madras.
2. Hiriyanna, M. (1956). Outline of Indian Philosophy. London. (Also available in Hindi translation)
3. Vidyabhushan, S. C. (1962). A History of Indian Logic (Chapter III of Section I & Chapter II of Section II only). Delhi: Motilal Banarsidass.
4. Chatterjee, S. C. (1968). The Nyāya Theory of Knowledge. Calcutta.
5. Athalye, & Bodas. (1920). Tarkasaṅgraha (only introduction & exposition of anumāna). Mumbai.
6. Jhalkikar, B. (1997). Nyāyakośaḥ (Reprint of fourth edition). Poona: Bhandarkar Oriental Research Institute.
7. Matilal, B. K. (1998). The Character of Logic in India. Oxford.
8. Annaṁbhaṭṭa. (2007). Tarkasaṁgraha (with Dīpikā, Ed. & Tr. in Hindi by Kanshiram & Sandhya Rathore). Delhi: MLBD.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

# SOCIAL SCIENCES MAJORS

**Major 3.12: Administrative Foundations in Kautilya's Arthashastra (Adhyakshaprachara)**

**Course Objectives:**

1. To examine Kautilya's framework for revenue collection, taxation and economic regulation.
2. To analyze the state's role in industrial supervision, trade control and social welfare.
3. To study the management of natural resources, agriculture and environmental protection.
4. To understand administrative strategies for infrastructure, transport and defense organization.
5. To evaluate the relevance of Kautilya's economic and administrative principles in modern governance.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the functions of various adhyakṣas in regulating economic and social sectors.
2. Describe Kautilya's systems of taxation, trade regulation and industrial management.
3. Assess the Arthashastra's approach to sustainable resource and environmental management.
4. Interpret the organization of infrastructure, storage and military administration in the state system.
5. Critically compare ancient economic governance models with contemporary administrative practices.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.12 | Administrative Foundations in Kautilya's Arthashastra (Adhyakshaprachara) | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Revenue and Economic Regulation.** **Credit 1**

- Systems of revenue collection and taxation.
- Regulation of commerce and trade activities.
- Oversight of markets (*paṇya-adhyakṣa*)
- Standardization of weights and measures.

**Unit II Social and Industrial Regulation.** **Credit 1**

- Slaughterhouse and liquor control policies.
- Supervision of mining and metallurgy.
- Salt production and trade regulations.
- Industrial management and craft supervision.

**Unit III Resource and Environmental Management.** **Credit 1**

- Supervision of forests and pastures.
- Regulation of agricultural resources.
- Management of natural wealth and resources.
- Role of the state in environmental protection.

**Unit IV Infrastructure and Military Administration. Credit 1**

- Road construction and transport regulation.
- Storage and granary management (*koshthagaras*)
- Armoury, navy and military infrastructure.
- Accounts and auditing of administrative departments.

**Essential/Recommended Readings/Texts**

1. Angle, R. P. (1960–1965). Kautilya's Arthashastra (3 Vols.). University of Bombay.
2. Rangarajan, L. N. (1992). The Arthashastra. Penguin Books.
3. Unni, N. P. (Ed.). (2012). Arthashastra of Kautilya – Edited by T. Ganapati Sastri. New Bharatiya Book Corporation, Delhi.
4. Sihag, Balbir S. (2014). Kautilya: The True Founder of Economics. Springer.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

**Major 3.13: Religion, Traditions and Secularism: Comparative Perspectives from Europe and India**

**Course Objectives:**

1. Understand the European origins of the concepts of religion, traditions and secularism.
2. Compare the origins and meanings of these terms as understood in European contexts vis-à-vis Indian contexts.
3. Analyze how these concepts have been reinterpreted in the Indian context.
4. Compare and contrast religious and secular traditions in Europe and India.
5. Critically examine the relevance and application of secularism in contemporary India.
6. Explore the debates between science and religion across cultural contexts.

**Learning Outcomes:**

After completing of the course, students will:

1. Explain the European origins of religion and secularism and how these ideas were transmitted to India.
2. Understand the key differences between European culture where these concepts form a key base and Indian culture.
3. Critically analyse whether the application of these concepts to Indian realities warrants rethinking.
4. Articulate informed positions in debates about religion, science, and secularism.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.13 | Religion, Traditions and Secularism: Comparative Perspectives from Europe and India | 03 | 1 | 0 | 04 |

**Details of Course:**

**Unit I Origins of Religion.** **Credit 1**

- Definition and etymology of "Religion" in the West.
- Religious world-views.
- Religion and politics in the West.
- Reformation and rise of Protestant thought.
- Religion as a defining factor of European culture.

**Unit II Understanding Indian Traditions.** **Credit 1**

- Vedic and Post-vedic traditions.
- Key concepts in Indian philosophy and culture – Dharma, Karma, etc.
- Bhakti and Tantra traditions.
- Understanding Indian traditions from European worldview.

- The concept of the "Hindu" religion and its origins.

**Unit III Secularism in Europe. Credit 1**

- Enlightenment and rise of secular thought.
- Separation of church and state.
- Modern critiques of secularism.
- Secularism as adopted by Indian political thinkers – Nehruvian secularism.

**Unit IV Science and Religion: Conflict vs Compatibility? Credit 1**

- The church-science debates.
- Case studies: Galileo and Varahamihira.
- Contemporary debates in India and the West.
- Difference in Indian and Western perspective: Science as antithesis to religion vs science being part and parcel of religion.

**Essential/Recommended Readings:**

1. Wilfred Smith, *The Meaning and End of Religion*
2. Talal Asad, *Genealogies of Religion*

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

**Major 3.14: Humanitarian Law, Human Rights and Intervention**

**Course Objectives:**

1. Introduce students to the principles and frameworks of Human Rights (HR) and International Humanitarian Law (IHL) in the context of armed conflict and peace.
2. Explore the legal, ethical, and political dimensions of humanitarian intervention and Responsibility to Protect (R2P).
3. Provide insights into the role of international institutions, states, and non-state actors in upholding humanitarian law.
4. Develop a critical understanding of the challenges of human rights implementation in diverse cultural, legal, and political contexts.
5. Analyse gender dimensions in human rights and humanitarian law, with emphasis on conflict-related violence and justice.
6. Examine India's approach to human rights and humanitarian law through its constitutional and institutional frameworks.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the core concepts and scope of HR and IHL.
2. Assess the relationship between HR, IHL, and humanitarian intervention in global politics.
3. Analyse case studies of IHL violations and interventions, evaluating their successes and failures.
4. Understand the role of international and regional institutions in human rights protection.
5. Critically assess the gendered dimensions of conflict, humanitarian law, and human rights.
6. Evaluate India's contribution and challenges in upholding human rights both domestically and internationally.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.14 | Humanitarian Law, Human Rights and Intervention | 03 | 01 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Human Rights and Humanitarian Law.** **Credit 0.5**

- Human Rights: Definition and scope.
- Overview of Humanitarian Law and its historical development.
- The relationship between Human Rights and Humanitarian Law.
- Human rights abuses in conflict situations: Causes and consequences.

- Ideas of discrimination, human duties and minorities.

**Unit II International Human Rights Law (IHRL) Credit 0.5**

- The UN Charter, Universal Declaration of Human Rights (UDHR) and major human rights treaties
- Civil, political, economic, social, and cultural rights
- Policies on refugee and asylum
- Regional human rights systems and their contribution to global human rights protection
- Challenges and controversies in implementing IHRL in diverse cultural contexts

**Unit III International Humanitarian Law (IHL) Credit 1**

- Fundamental principles of IHL: Distinction, proportionality, and military necessity.
- Geneva Conventions: Protection of Hors De Combat, civilians, prisoners of war, and other vulnerable groups.
- The role of the International Committee of the Red Cross (ICRC) in promoting and enforcing IHL.
- Case studies of IHL violations and their implications for human rights.

**Unit IV Humanitarian Intervention. Credit 0.5**

- The concept of humanitarian intervention: R2P (Responsibility to Protect) and its evolution.
- Historical cases of humanitarian intervention: Successes and failures.
- Legality vs. legitimacy of intervention: UN Security Council, state sovereignty, and the use of force.
- The role of non-state actors and NGOs in humanitarian interventions.

**Unit V Gender Justice and International Law. Credit 0.5**

- Gender justice: Meaning, Concepts and Significance.
- United Nations Resolution 1325.
- Gender in International Humanitarian Law.
- Prosecution of gender-based crimes in international law.
- The role of gender in the war on terror.

**Unit VI Human Rights and India. Credit 1**

- Indian Constitution and Human Rights: Fundamental Rights, Directive Principles of State Policy and other provisions
- Impact of UDHR on Human Rights in India
- Human rights enforcement in India: The Protection of Human Rights Act, 1993, NHRC, SHRC and Human Rights Courts
- National Commissions for women, children, scheduled castes, scheduled tribes and minorities

**Essential/Recommended Readings/Texts:**

1. Buergenthal, Thomas. *International Human Rights in a Nutshell.* St. Paul, MN: West Publishing, 1995.

2. Mehta, Piarey Lal, and Neena Verma. *Human Rights Under the Indian Constitution.* New Delhi: 1999.
3. Alston, Philip, ed. *The United Nations and Human Rights: A Critical Appraisal.* Oxford: Oxford University Press, 2000.
4. Goldstein, Joshua. *War and Gender: How Gender Shapes the War System and Vice Versa.* Cambridge: Cambridge University Press, 2003.
5. Aksar, Yusuf. *Implementing International Humanitarian Law: From the Ad Hoc Tribunals to a Permanent International Criminal Court.* London: Routledge, 2004.
6. Forsythe, David P. *Human Rights in International Relations.* Cambridge: Cambridge University Press, 2006.
7. Bellamy, Alex J. *Responsibility to Protect: The Global Effort to End Mass Atrocities.* Cambridge: Polity Press, 2009.
8. Sjoberg, Laura. *Gender and International Security: Feminist Perspectives.* London: Routledge, 2009.
9. Cohn, Carole, ed. *Women and Wars: Contested Histories, Uncertain Futures.* Cambridge: Polity, 2013.
10. Das, Jatindra Kumar. *Human Rights Law and Practice.* Delhi: PHI Learning, 2016.
11. Sriram, Chandra Lekha, Olga Martin-Ortega, and Johanna Herman. *War, Conflict, and Human Rights.* London: Routledge, 2018.

**Additional Readings:**

1. Kane, P. V. *History of Dharmaśāstra (Ancient and Mediaeval Religious and Civil Law in India).* Vols. 1–5. Poona: Bhandarkar Oriental Research Institute, 1930–1962.
2. Waldron, Jeremy, ed. *Theories of Rights.* Oxford: Oxford University Press, 1984.
3. Meron, Theodor. *Human Rights and Humanitarian Norms as Customary Law.* Oxford: Clarendon Press, 1989.
4. An-Na'im, Abdullahi Ahmed, ed. *Human Rights in Cross-Cultural Perspectives.* Philadelphia: University of Pennsylvania Press, 1991.
5. Brownlie, Ian, ed. *Basic Documents on Human Rights.* Oxford: Clarendon Press, 1992.
6. Lingat, Robert. *The Classical Law of India.* Translated by J. D. M. Derrett. Berkeley: University of California Press, 1973.
7. Subramanian, S. *Human Rights: International Challenges.* Delhi: Manas, 1997.
8. Chesterman, Simon. *Just War or Just Peace? Humanitarian Intervention and International Law.* Oxford: Oxford University Press, 2001.
9. Olivelle, Patrick. *Dharmasūtras: The Law Codes of Āpastamba, Gautama, Baudhāyana, and Vasiṣṭha.* Delhi: Motilal Banarsidass, 2000.
10. United Nations. *A More Secure World: Our Shared Responsibility.* Report of the High-Level Panel on Threats, Challenges, and Change. New York: United Nations, 2004.
11. Olivelle, Patrick. *Manu's Code of Law: A Critical Edition and Translation of the Mānava-Dharmaśāstra.* New York: Oxford University Press, 2005.
12. Ratner, Steven R., and Jason Abrams. *Accountability for Human Rights Atrocities in International Law.* Oxford: Oxford University Press, 2009.
13. Donelly, Jack. *Universal Human Rights in Theory and Practice.* Ithaca, NY: Cornell University Press, 2013.
14. Olivelle, Patrick. *A Dharma Reader: Classical Indian Law.* New York: Columbia University Press, 2019.

# FOURTH YEAR: MAJOR PAPERS

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

# SEMESTER – 7

# SANSKRIT MAJORS

## Major 4.1: Modern Linguistics for Sanskritists

**Course Objectives:**

1. To introduce the fundamental concepts, scope and branches of linguistics as a scientific study of language.
2. To develop an understanding of phonetic and morphological structures across languages, with emphasis on Sanskrit and Indian linguistic traditions.
3. To analyze syntactic, semantic and pragmatic aspects of language through comparative and theoretical frameworks.
4. To explore historical, typological and genealogical classifications of languages, particularly Indo-European and Dravidian families.
5. To familiarize students with modern developments in computational and cognitive linguistics and their application to Indian languages in the digital era.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the origin, nature and major branches of linguistics and describe language as a system of structured communication.
2. Identify and classify speech sounds, morphological elements and grammatical categories using both traditional (Sanskrit) and modern linguistic frameworks.
3. Compare and evaluate syntactic and semantic structures across languages, demonstrating understanding of meaning, context and language use.
4. Analyze language families and typologies to trace linguistic change, relationships and patterns of evolution in Indo-Aryan and Dravidian languages.
5. Apply computational, corpus-based and cognitive linguistic approaches to the study of Indian languages, integrating classical insights with modern digital methodologies.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.1 | Modern Linguistics for Sanskritists | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Linguistics and Language Typology.** **Credit 1**

- Definition and essential functions of language.
- Origin, scope and nature of linguistics as a discipline.
- Major branches and specialisations in linguistics (phonetics, phonology, morphology, syntax, semantics, pragmatics, etc.)
- Synchronic vs. diachronic approaches.
- Historical linguistics vs. modern linguistics.
- Linguistics as semiotics (language as a system of signs)
- Morphological and genealogical classification of languages.

- Indo-European family of languages – salient features.
- Key features of Modern Indo-Aryan and Dravidian languages.
- Typological comparison of classical vs. modern languages.
- Current debates in historical-comparative linguistics.

**Unit II Phonetics and Morphology. Credit 1**

- Phone, phoneme, allophone: definitions and distinctions.
- IPA chart – classification of speech sounds.
- Organs of speech; places and manners of articulation.
- Sanskrit phonetic categories: *sthāna* (place) and *prayatna* (effort)
- Types and causes of phonetic change; sound laws.
- Morph, allomorph, morpheme – concepts and examples.
- Root, stem, affix, prefix, infix, suffix.
- Inflectional vs. derivational morphology.
- TAM (Tense, Aspect, Mood) system in languages.
- Models of morphology: morpheme-based, lexeme-based, word-based.
- Morphological structure in Sanskrit: *sup*, *tiṅ*, *taddhita* and *kṛt* forms.

**Unit III Syntax, Semantics and Pragmatics. Credit 1**

- Concepts of word, phrase, clause and sentence.
- Phrase Structure Grammar (PSG) vs. Dependency Grammar.
- Comparative study: Sanskrit vs. English syntax.
- Types of meaning (denotative, connotative, contextual, etc.)
- Processes of semantic change.
- Word sense disambiguation: modern computational vs. traditional approaches.
- Lexical semantics – semantic fields and relations (*synonymy, antonymy, hyponymy, polysemy*)
- Meaning in context – pragmatics and speech acts.
- Linguistic relativism and Sapir–Whorf hypothesis.
- Structure and development of lexicography – synchronic and diachronic.

**Unit IV Linguistics and Indian Languages in the Digital Age. Credit 1**

- Basics of corpus linguistics; creation and use of text corpora for Indian languages.
- Digital parsing tools and their applications in Sanskrit.
- Introduction to computational linguistics – concepts and applications.
- Overview of cognitive linguistics – language, thought and cognition.
- Metaphor theory and conceptual metaphor framework.
- Applications of metaphor studies in Sanskrit texts.
- Current research in Indian linguistics – blending classical insights with modern methodologies.

**Essential/Recommended Readings/Texts**

1. Anttila, R. (1972). An introduction to historical and comparative linguistics. Macmillan.
2. Patkar, M. M. (1980). History of Sanskrit lexicography. Munshiram Manoharlal.
3. Murti, M. S. (1984). An introduction to Sanskrit linguistics: Comparative and historical. DK Publications.
4. Radford, A. (1997). Syntax: A minimalist introduction. Cambridge University Press.

5. McEnery, A. M., & Wilson, A. (2001). Corpus linguistics: An introduction. Edinburgh University Press.
6. Cruse, A. (2011). Meaning in language: An introduction to semantics and pragmatics. Oxford University Press.
7. Haspelmath, M., & Sims, A. (2013). Understanding morphology. Routledge.
8. Kulkarni, A. (2016). Lexical and corpus resources – Sanskrit. In H. Cardona & B. Jain (Eds.), The languages and linguistics of South Asia. De Gruyter Mouton.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

**Major 4.2: Vedic Language and Literature**

**Course Objectives:**

1. To introduce students to the structure, content and historical context of the Vedas and their foundational role in Indian Śāstra.
2. To develop an understanding of Vedic deities, symbolism and thematic interpretations in both ritualistic and philosophical contexts.
3. To familiarize students with Vedic phonetics, metrics and linguistic features, including phonology, morphology and syntax of Vedic Sanskrit.
4. To explore interpretative traditions and commentarial perspectives, emphasizing philosophical and metaphysical dimensions of Vedic texts.
5. To cultivate analytical and presentation skills through textual analysis, critical study of mantras and reflection on the contemporary relevance of Vedic thought.

**Learning Outcomes:**

After the completion of the course, students will be able to:

1. Explain the structure and major branches of Vedic literature (Samhitā, Brāhmaṇa, Āraṇyaka, Upaniṣad) and their historical significance.
2. Analyze key Vedic deities, rituals and hymns, distinguishing between ritualistic and philosophical interpretations.
3. Apply knowledge of Vedic phonetics, svara and metrics to the study and recitation of selected hymns and mantras.
4. Interpret Vedic Sanskrit texts using traditional commentaries, highlighting phonological, morphological, syntactic and semantic features.
5. Evaluate philosophical and metaphysical ideas in Vedic texts, connecting them to broader Indian intellectual and Śāstra traditions.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| **Major 4.2** | **Vedic Language and Literature** | **04** | **0** | **0** | **04** |

**Details of Course:**

**Unit I Introduction to Vedic Literature and Deities.** **Credit 1**

- Overview of the Vedas: Saṁhitā, Brāhmaṇa, Āraṇyaka, Upaniṣad.
- Historical context and major phases of the Vedic period.
- Role of key Vedic commentators in interpretation.
- Thematic study of major deities: Agni, Indra, Rudra, Marut, Vishnu.
- Symbolism and narrative significance of Vedic deities.
- Comparison of ritualistic vs philosophical interpretations.
- Student assignment: critical analysis of one selected deity.
- Understanding the foundational role of Vedic literature in Indian Śāstra.

**Unit II Phonetics and Metrics in the Vedas.** **Credit 1**

- Study of Vedic svaras: udātta, anudātta, svarita.

- Variation in svara traditions according to Prātiśākhya texts.
- Phonetic implications of the 'Indraśatru' anecdote.
- Analysis of Agni Sūkta for phonological features.
- Vedic Chandas and principles of metric composition.
- Metrical analysis of selected hymns.
- Student assignment: identifying values and morals in hymns.
- Link between phonetics, metrics and ritual efficacy.

**Unit III Vedic Sanskrit and Selected Mantras. Credit 1**

- Distinctions between Vaidika and Laukika Sanskrit.
- Phonology, morphology and syntax in Vedic Sanskrit.
- Analysis of selected lexemes (e.g., vīra) and verbal forms (e.g., leṭ lakāra)
- Structural study of Puruṣa Sūkta and other key mantras.
- Semantic and syntactic observations for understanding meaning.
- Integration of traditional commentaries in textual analysis.
- Student presentations: selected mantras with commentarial insights.
- Relationship between linguistic features and philosophical ideas.

**Unit IV Interpretative Traditions and Philosophical Foundations. Credit 1**

- Bhūmi Sūkta and Uṣas Sūkta: symbolism and poetic features.
- Introduction to Nirukta and etymological analysis.
- Perspectives of commentators: Sāyaṇa, Mādhava, Dayānanda Saraswati, Kapāli Śāstry.
- Study of Aikamatya Sūkta and Nāsadīya Sūkta.
- Philosophical and metaphysical interpretations of hymns.
- Discussion on contemporary relevance of Vedic thought.
- Student presentations: Vedic foundations of Indian Śāstra traditions.
- Linking Vedic philosophy to broader Indian intellectual traditions.

**Essential/Recommended Readings/Texts:**

1. Shende, N. J. (1965). Purusa Sukta in the Vedic literature. Pune Centre of Advanced Study in Sanskrit.
2. Sarup, L. The Nirukta of Sri Yaskacarya (Edition and Translation). Motilal Banarasidas.
3. Sharma, S. N. (2000). History of Vedic literature. Varanasi: Chowkhamba Sanskrit Series.
4. Patel, G. (1999). Traditional Vedic interpretations. Rashtriya Sanskrit Sansthan, New Delhi.
5. Tripathi, R. (2001). Vedic foundations of Indian sastric traditions. Pratibha Prakashan, New Delhi.
6. Archak, K. B. (2012). Essentials of Vedic literature. Kaveri Books.
7. Teachings of Vedas: An Introduction. (2012). Pt. Dharma deva Vidya Martand / Bharat Bhooshan. Sree Ghudmal Prahalad Kumar Arya Dharmartha Nyas.
8. Mac Donnell, A. A. (2010). A Vedic grammar for students. D K Print World Ltd., New Delhi.
9. Dvivedi, K. D. (2016). The essence of the Vedas. Gyanpur Vishvabharati Institute.
10. Kashyap, R. L. Secrets of Rig Veda.

11. Ratul Bhujar Barnah, Komal Lochan Athreya, & Pranabjyoti Deka. (2018). Reflections of Vedic wisdom. New Bharatiya Book Corporation.
12. Siddhalankar, S. Vaidika Samskriti ke mulatattva. Vijay Krishna Lakhanpal, New Delhi.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

**Major 4.3: Navya Nyaya Language and Methodology**

**Course Objectives:**

1. To trace the historical development of Navya-Nyāya and appreciate its philosophical importance.
2. To study the contributions of major thinkers such as Gaṅgeśa Upādhyāya and Raghunātha Śiromaṇi in shaping its framework.
3. To gain clarity in the structure, syntax and specialized vocabulary of Navya-Nyāya for logical and philosophical analysis.
4. To provide hands-on training in formulating arguments and concepts using the technical language and methodology of Nyāya Śāstra.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the origins, development and philosophical contributions of Navya-Nyāya.
2. Identify major ācāryas and interpret key Navya-Nyāya terminologies and logical expressions.
3. Apply Navya-Nyāya techniques for critical analysis of arguments and explore their relevance to modern logic and linguistics.
4. Compose structured statements and develop concepts using Navya-Nyāya's technical vocabulary and methodological precision.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.3 | Navya Nyaya Language and Methodology | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Emergence and Foundations of Navya-Nyāya. Credit 1**

- Earlier Nyāya writing style – characteristics of classical Nyāya exposition.
- Limitations of older styles in handling complex philosophical analysis.
- Emergence of Navya-Nyāya as a precise technical language – when and how it developed.
- Key features that distinguish Navya-Nyāya language from earlier traditions.
- Influence of Navya-Nyāya language on later śāstric writings (Vyākaraṇa, Mīmāṁsā, Vedānta, Dharmaśāstra, etc.).

**Unit II Navya-Nyāya Language and Technical Terminology. Credit 1**

- Structure and syntax of Navya-Nyāya language.
- Major tools and categories:
  - Dharma–Dharmin (Property–Property-holder)
  - Saṁbandha (Relations)
  - Pratiyogin–Anuyogin (Counter-relatum–Base-relatum)

  - Avacchedaka (Delimitors), Abhāva (Absence)
- Illustrations of definitions and their significance in philosophical analysis.
- Hands-on training: practice in re-expressing simple concepts and relations (e.g., "absence of a pot on the floor," "the knowledge of a word depends on the relation between sound and meaning") using Navya-Nyāya technical vocabulary.

**Unit III Navya-Nyāya Bhāṣā Pradīpa and Logical Methodology. Credit 1**

- Overview of *Navya-Nyāya Bhāṣā Pradīpa*: purpose, structure and method.
- Textual study and interpretation of selected portions (up to section 53).
- Developing an understanding of symbolic representation of technical expressions.
- Hands-on training:
  - Exercises in re-writing concepts from other disciplines (e.g., linguistics: word–meaning relation, law: definition of witness, science: motion and force) in Navya-Nyāya style.
  - Short assignments where students attempt to frame definitions and logical statements independently in Navya-Nyāya language.

**Essential/Recommended Readings/Texts:**


1. Vidyabhusana, S. C. (1920). A history of Indian logic. Delhi: Motilal Banarsidass.
2. Matilal, B. K. (1968). Navya Nyaya doctrine of negation. Cambridge, MA: Harvard University Press.
3. Guha, D. C. (1979). Navya Nyāya system of logic: Basic theories & techniques. Delhi: Motilal Banarsidass.
4. Jha, V. N. (1986). Studies in language, logic and epistemology. Delhi: Pratibha Prakashan.
5. Ingalls, D. H. H. (1988). Materials for the study of Navya-Nyaya logic. Delhi: Motilal Banarsidass.
6. Vattanky, J. (1995). Nyaya philosophy of language. Delhi: Sri Satguru Publications.
7. Bhattacharyya, S. (1998). Language, testimony and meaning. Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
8. Jha, U. (2004). A primer of Navya-Nyaya language and methodology. Kolkata: The Asiatic Society.
9. Nyayaratna, M. C. (Author). Navya Nyaya Bhasa Pradipa. [Original work, n.d.].
10. Mahamahopadhyaya Maheshchandra Nyayaratna. (2017). Navya Nyaya Bhasha Pradipaḥ (Brief notes on the modern Nyaya system of philosophy and its technical terms). Ahmedabad: Parshva Publication.
11. Mahamahopadhyaya Maheshchandra Nyayaratna. (2018). Navya Nyaya Bhashapradipaḥ (Hindi translation by Dr. Ujjwala Jha). Pune: Shrutabhavan Sanshodhan Kendra.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

# SOCIAL SCIENCES MAJORS

**Major 4.4: Law and Order in Kautilya's Arthashastra (Dharmasthiya and Kantakashodhana)**

**Course Objectives:**

1. To introduce students to the foundational principles of justice and legal thought in ancient Indian jurisprudence.
2. To examine the legal frameworks governing property, contracts, inheritance and judicial procedures.
3. To analyze the methods of criminal investigation and theories of punishment described under Kaṇṭakaśodhana.
4. To explore the roles and ethical responsibilities of judges, witnesses and legal officers in maintaining justice.
5. To assess the mechanisms for preventing corruption, ensuring law enforcement and regulating professional conduct in ancient society.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the philosophical and ethical foundations of justice as articulated in Dharmasthīya.
2. Interpret ancient legal principles related to property, inheritance and contractual obligations.
3. Evaluate the judicial and evidentiary procedures used in litigation and dispute resolution.
4. Analyze the criminal justice mechanisms and surveillance systems under Kaṇṭakaśodhana.
5. Apply the understanding of ancient regulatory and anti-corruption measures to compare with modern legal and administrative systems.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.4 | Textual Study of Tantrasamgraha – II (Anumāna to Śabda) | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Dharmasthīya.** **Credit 1**

- Legal principles and foundations of justice.
- Property rights and ownership disputes.
- Contracts and agreements.
- Inheritance laws and succession.
- Cases of theft and property loss.
- Boundary disputes and settlement mechanisms.

**Unit II Dharmasthīya (cont.)** **Credit 1**

- Legal procedures and process of litigation.

- Presentation of evidence and documentation.
- Conduct of trials and adjudication methods.
- Role and credibility of witnesses.
- Penalties for false testimony and perjury.
- Duties and responsibilities of judges.

**Unit III Kaṇṭakaśodhana.** **Credit 1**

- Methods of criminal investigation.
- Theories and gradation of punishment.
- Internal surveillance systems.
- Dealing with thieves, cheats and social miscreants.

**Unit IV Kaṇṭakaśodhana (cont.)** **Credit 1**

- Detection and prevention of public nuisances.
- Royal inspection tours for law enforcement.
- Regulation and control of professional groups and guilds.
- Measures against corruption and malpractice.
- Deployment of disguised agents in investigation and policing.

**Essential/Recommended Readings/Texts:**

1. Kangle, R. P. (1960–1965). Kautilya's Arthashastra (Vols. 1–3). University of Bombay.
2. Rangarajan, L. N. (1992). The Arthashastra. Penguin Books.
3. Unni, N. P. (Ed.). (2012). Arthashastra of Kautilya (Ed. by T. Ganapati Sastri). New Bharatiya Book Corporation.
4. Sihag, B. S. (2014). Kautilya: The true founder of economics. Springer.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

**Major 4.5: Research Methods and Theory**

**Course Objectives:**

1. To introduce students to the theoretical concepts, objectives and significance of research, including qualitative and quantitative approaches.
2. To develop the ability to design and conduct research using appropriate methodologies, sampling strategies and data collection techniques while ensuring reliability and ethical compliance.
3. To train students in academic writing for research papers, including literature review, methodology, results, discussion and proper referencing.
4. To guide students through the dissertation process, from research proposal development to the final submission, ensuring clarity, logical flow and academic rigor.
5. To cultivate critical thinking, analytical skills and the ability to integrate diverse research methods in both scholarly papers and dissertations.

**Learning Outcomes:**

After the completion of the course, students will:

1. Explain the theoretical foundations of research, differentiate between research types and formulate effective research questions and hypotheses.
2. Design and implement research studies using qualitative, quantitative, or mixed-method approaches with appropriate sampling, data collection and validation techniques.
3. Produce structured and coherent research papers, including abstracts, literature reviews, methodology, results, discussion and conclusions, with proper citation.
4. Develop comprehensive dissertations, including proposals, chapter development, tables/figures, appendices and polished final submissions adhering to academic standards.
5. Apply ethical research practices, critical analysis and scholarly writing conventions to produce credible, well-documented academic research.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.5 | Research Methods and Theory | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Theoretical Concepts of Research.** **Credit 1**

- Introduction, objectives and significance of research.
- Types of research: basic, applied, exploratory, descriptive, experimental.
- Difference between qualitative and quantitative research.
- Areas suited for qualitative analysis (interviews, case studies, observations)
- Areas suited for quantitative analysis (surveys, experiments, statistical studies)
- Formulating research questions and hypotheses.
- Outline and planning of research work.

- Strategies for material collection: primary and secondary sources.

**Unit II Research Methodology and Design. Credit 1**

- Selecting appropriate research methods for a study.
- Understanding research design: exploratory, descriptive, experimental, correlational.
- Sampling methods and techniques.
- Data collection tools and instruments.
- Reliability and validity of research data.
- Ethical considerations in research.
- Comparative use of qualitative and quantitative methods.
- Integrating mixed-method approaches.

**Unit III Academic Writing: Research Paper. Credit 1**

- Choosing and refining research topics.
- Reviewing literature and identifying research gaps.
- Structuring the body of a research paper.
- Writing abstract, keywords, introduction and background.
- Describing materials, methodology, results and discussion.
- Drawing conclusions and highlighting findings.
- Indicating future directions of research.
- Proper citation and referencing.

**Unit IV Academic Writing: Dissertation. Credit 1**

- Overview of dissertation structure and purpose.
- Writing a research proposal: topic, objectives, outline and literature survey.
- Developing chapters: introduction, methodology, results, discussion.
- Drafting abstract, acknowledgements and table of contents.
- Creating lists of figures, tables and appendices.
- Presenting results with clarity and logical flow.
- Revising, editing and proofreading dissertation content.
- Guidelines for submission and academic presentation.

**Essential/Recommended Readings/Texts:**

1. Yelikar, 2009, Essentials of Research Methodology & Dissertation Writing ((Fogsi), Jaypee Brothers Medical Publishers.
2. Teacher's notes, ppt and handout.
3. http://www.makeuseof.com/tag/5-powerpoint-tips-improve-presentation-skills-overnight/
4. https://www.slideshare.net/subagini/effective-presentation-skills-28512891
5. http://www.free-power-point-templates.com/articles/18-tips-to-improve-presentation-skills/

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

**Major 4.6: Panchayati Raj: Reclaiming Indigenous Governance**

**Course Objectives:**

1. Introduce the structure and functioning of traditional Panchayati Raj systems before colonial rule.
2. Analyze Dharampal's archival findings on village governance.
3. Examine colonial dismantling of indigenous institutions.
4. Explore the constitutional and political developments leading to the 73rd Amendment.
5. Reflect on the potential and limitations of modern Panchayati Raj in India.

**Learning Outcomes:**

After completing of the course, students will:

1. Articulate the historical depth of local self-governance in Indian villages.
2. Analyze primary data on traditional administration from colonial records.
3. Evaluate the consequences of colonial interference in village institutions.
4. Critically assess the implementation and challenges of modern Panchayati Raj.
5. Reflect on indigenous principles of governance and their relevance today.

**Credit Framework**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.6 | Panchayati Raj: Reclaiming Indigenous Governance | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Village Governance in India.** **Credit 1**

- Functions of Panchayat in pre-colonial India: Justice, resource management.
- Role of Jati/Varna, occupation and kinship in village administration.
- Autonomy and sustainability of village institutions.
- Village economy.

**Unit II Colonial Disruption of Village Institutions.** **Credit 1**

- Decline of community-based dispute resolution and welfare functions.
- Rise of the bureaucratic state and erosion of customary rights.
- Fragmentation of village economies.

**Unit III 73rd Amendment to the Constitution – Panchayati Raj.** **Credit 1**

- Gandhian vision of village Swaraj.
- Balwantrai Mehta Committee and Ashok Mehta Committee reports.
- 73rd Constitutional Amendment: structure and features.
- Decentralization, women's participation, and social justice.

**Unit IV Reviving Indigenous Governance: Challenges and Possibilities.** **Credit 1**

- Reflection on Panchayat today.
- Lessons on community-led governance.
- Integrating local traditions with constitutional mandates.
- Future of Panchayati Raj in the light of globalization and urbanization.

**Essential/Recommended Readings:**

1. Dharampal, *Panchayati Raj as the Basis of Indian Polity.*
2. Dharampal, *The Beautiful Tree.*

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

**Major 4.7: Sustainable Development and Bhāratīya Jñāna Paraṃparā**

**Course Objectives:**

1. To introduce the concept of Sustainable Development within the framework of *Bhāratīya Jñāna Paraṃparā* (Indian Knowledge Tradition).
2. To explore the philosophical, ecological and ethical dimensions embedded in traditional Indian knowledge systems.
3. To examine the integration of *Bhāratīya Jñāna Paraṃparā* with modern sustainability practices and global environmental concerns.
4. To foster critical thinking and a holistic understanding for the practical implementation of sustainable models rooted in Indian traditions.
5. To elaborate on the philosophical foundations that inform the Indian approach to sustainability and environmental harmony.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Define the Bharatiya concept of sustainability and state means of upholding it consistently.
2. Describe various dimensions of the traditional Bharatiya concept of sustainability.
3. Enlist the prominent principles that constitute the conceptual foundation of Bharatiya sustainability.
4. Identify the influence of Prakriti puja, Jal-sanrakshan, Ahimsa, Aparigraha, Animal Welfare and others in perpetuating sustainability.
5. Expose the role of nature conservation movements like Chipko, Bishnoi, Sacred groves and so and their place in ensuring sustainability.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.7 | Sustainable Development and Bhāratīya Jñāna-paraṃparā | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Understanding Sustainable Development.** **Credit 1**

- Definition, Origin and Evolution
- Key concepts:
  - Environment
  - Economy
  - Equity
  - Ethics
- United Nations Sustainable Development Goals (UN-SDGs)
- Challenges to sustainability:
  - Climate change

- Inequality
- resource depletion.

**Unit II Philosophical Foundations in Bharateeya Jnana Parampara. Credit 1**

- Concepts of *Ṛta*, *Dharma*, *Yajña* and *Loka-saṅgraha.*
- Environmental ethics in the Vedas, Upanishads and Smṛti texts.
- Non-anthropocentric worldviews:
  - *Sarvaṃ Khalvidaṃ Brahma.*
  - *Vasudhaiva Kutumbakam.*
- Ahimsa and interconnectedness in Jainism and Buddhism

**Unit III Ecology and Sustainability in Classical Texts and Practices. Credit 1**

- Environmental consciousness in Itihasa-Purana literature
- Traditional water management, Agriculture and Architecture:
  - Stepwells
  - Vṛkṣāyurveda
  - Vāstu
- Indigenous practices in forest conservation and animal welfare
- Case studies:
  - Bishnoi Movement
  - Chipko
  - Sacred groves

**Unit IV Synthesizing BGP and Modern Sustainability Models. Credit 1**

- Gandhian thought and sustainable development.
- Integral humanism (Deendayal Upadhyay) and holistic development.
- National Education Policy (NEP 2020) and promotion of BGP for sustainability.
- Re-imagining education, economics and governance through Indic frameworks.

**Essential/Recommended Readings/Texts:**


1. Kapoor, K. (2005). *Indian Knowledge System*. New Delhi: D. K. Printworld (P) Ltd.
2. MHRD, Govt. of India. (2020). *NEP 2020*.
3. Balasubramanian, D., et al. (2002). *Traditional Ecological Knowledge for Managing Biosphere Reserves in South and Central Asia*.
4. Radhakrishnan, S. (1923). *Indian Philosophy* (Vol. I & II). London: George Allen & Unwin LTD., Ruskin House; New York.
5. Shiva, V. (2009). *Staying Alive: Women, Ecology and Development*. Women Unlimited.
6. Chandra, L. (1990). *Cultural Horizons of India*. Delhi: Aditya Prakashan.
7. Chattopadhyaya, D. P. (Ed.). (2002). *History of Science, Philosophy and Culture in Indian Civilization* (Vols. on *Nature and Culture*). India: Centre for Studies in Civilization.
8. Gandhi, M. K. (1933). *Hind Swaraj*. Ahmedabad: Navajivan Publishing House.
9. Upadhyay, D. (2014). *Integral Humanism*. Delhi: Hindi Sahitya Sadan.
10. Debroy, B. (Ed.). (2019). *The Bhagavad Gita for the Modern World*. UK: Penguin Classics.

**Additional Readings:**

1. उपध्यायः बलदेवः, (2010), *वैदिक साहित्य और संस्कृति*, वाराणसी : शारदा संस्थान।
2. उपध्यायः बलदेवः, *संस्कृत वाङ्मय का बृहद् इतिहास*, *प्रथम भाग (वेद)*, लखनऊ : उत्तर प्रदेश संस्कृत संस्थान।

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

# SEMESTER – 8

# SANSKRIT MAJORS

## Major 4.8: The Tradition of Vedic Commentaries

**Course Objectives:**

1. To introduce students to the traditional and modern approaches to Vaidika Bhāṣya and the role of Bhāṣyakāras in textual interpretation.
2. To familiarize students with the nature, purpose and study of the Vedas (Vedasvarūpa), including concepts of Nirvacana, Vedatva, Viṣaya and Prayojana.
3. To explore Vedokta Vidyā, with a focus on Ṛgvedabhāṣya, Brahmavidyā, Sṛṣṭividyā, Rājāprajādharma and the Pañcamahāyajña.
4. To provide an understanding of Vedāṅga, Purāṇas and auxiliary texts (Vedādibhāṣyabhūmikāsaṅgrahaḥ), emphasizing their relevance for Vedārthajñāna.
5. To cultivate skills in textual analysis, comparative interpretation and contextual application of Vedic knowledge.

**Learning Outcomes:**

After the completion of the course, students will be able to:

1. Explain the different interpretative approaches (Prācyavyākhyāpaddhati, Ādhunikavyākhyāpaddhati, Pratīcyavyākhyāpaddhati) used in Vaidika Bhāṣya.
2. Analyze the concepts of Veda, Vedatva, Viṣaya and Prayojana and evaluate the outcomes of Vedādhyayana.
3. Interpret key teachings in Vedokta Vidyā, including Brahmavidyā, Sṛṣṭividyā, Rājāprajādharma and the Pañcamahāyajña.
4. Assess the role of Vedāṅga and Purāṇas in enhancing Vedārthajñāna and their practical application in Vedic studies.
5. Apply critical and comparative methods to study Vedic texts and their commentarial traditions.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.8 | The Tradition of Vedic Commentaries | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Vaidika Bhāṣya and Bhāṣyakāra.** **Credit 1**

- Prācyavyākhyāpaddhati.
- Ādhunikavyākhyāpaddhati.
- Pratīcyavyākhyāpaddhati.

**Unit II Vedasvarūpa.** **Credit 1**

- Veda – Nirvacana and Vedatva.
- Viṣaya and Prayojana.
- Vedādhyayana – Phala.

- Vedārthajñapraśaṁsā.

**Unit III Vedokta Vidyā (Ṛgvedabhāṣyabhūmikā) Credit 1**

- Brahmavidyā.
- Sṛṣṭividyā.
- Rājāprajādharma-Vicāra.
- Pañcamahāyajña.

**Unit IV Vedāṅga and Purāṇādi (Vedādibhāṣyabhūmikāsaṅgrahaḥ) Credit 1**

- Aparavidyārūpāṇāṁ vedasya ṣaṅgānāṁ samuddeśaḥ.
- Vedārthajñānopayogipurāṇādivimarśaḥ.

**Essential/Recommended Readings/Texts:**


1. Upādhyāya, B. (1934). Vedabhāṣyabhūmikāsaṅgrahaḥ. Vārāṇasī.
2. Dandekar, R. N. (1965). Vedic religion & mythology: A survey of the works of some Western scholars. Poona: University of Poona.
3. Sāyaṇa. (1980). Ṛgvedabhāṣyabhūmikā (V. K. Varma, Ed.). Vārāṇasī: Chaukhambā Orientalia.
4. Sāyaṇa. (1985). Ṛgvedabhāṣyabhūmikā (Śrīkaṇṭha Pāṇḍe, Ed.). Vārāṇasī: Bhāratīya Vidyā Prakāśanam.
5. Fatehsingh, F. (1999). Vaidik darśanam. Kota: Saṃskṛtasadanam.
6. Rāmprakāśvarṇī. (2005). Ācārya Sāyaṇa aur Svāmī Dayānanda Sarasvatī kī Vedabhāṣyabhūmikāeṃ. Delhi: Parimal Publications.
7. Bhagavadatta. (2008). Vaidika vāṅmaya kā itihās (Khanda 1–3) (Satyaśravāḥ, Ed.). Delhi: Vijaykumar Govindram Hāsānand.
8. Aravind, A. (2009). Vedrahasya (Vedālaṅkāra, Trans.). Puducherry: Śrī Aravindāśram.
9. Upādhyāya, B. Vaidika sāhitya aur saṃskṛti. Vārāṇasī: Śāradā Sansthānam. [Year not specified]
10. Upādhyāya, B. Saṃskṛtavāṅmaya kā bṛhad itihās: Dvitīya khanda. Lucknow: Uttar Pradesh Saṃskṛt Sansthān.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

**Major 4.9: Sanskrit Theatre and Script Writing**

**Course Objectives:**

1. To introduce students to the ancient history of theatre in India, with references traceable to the hymns of the Rigveda.
2. To explore the development of dramaturgy by Bharata and its foundational role in Indian theatre.
3. To help students identify the richness of drama and gain awareness of the classical aspects of theatre.
4. To understand acting as a practical aspect of play performance.
5. To highlight the close relationship between the scriptwriter and the society in which they live.
6. To impart theoretical knowledge about the art of drama and theatre.
7. To encourage students to enhance their natural talent through the composition and performance of drama.
8. To study the rules governing the performance and composition of plays.
9. To sharpen the dramatic talent of students through academic and creative engagement.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Be able to understand several theoretical aspects of theatrical performance and production.
2. Be able to analyze the various types of stages and their constructions, evaluate stage settings and acting styles, and create appropriate costume and design layouts."
3. Become familiar to introduce main principles of theatre performance and appreciation.
4. Be able to denote the performance aspect of the arts in the Indian context.
5. Demonstrate the skills needed to develop a story or incident into a written script for a play.
6. Be able to prepare scripts and perform them on stage.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.9 | Sanskrit Theatre and Script Writing | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Theatre: Types and Construction.** **Credit 1**

- Types of theatre:
- Vikṛṣṭa (oblong)
- Caturasra (square)
- Tryasra (triangular)
- Jyeṣṭha (big)

- Madhyama (medium)
- Avara (small)

**Unit II Acting. Credit 1**

- Abhinaya and its types:
- Angika (gestures)
- Vācika(oral)
- Sāttvika (representaion of the sattva)
- āhārya (dresses and make-up)
- Lokadharmī and Nātyadharmī Abhinaya.

**Unit III Nature and Development of Plot. Credit 1**

- Nature of plot: Vastu: (Subject-matter): Adhikārika (principal), Prāsaṅgika (subsidiary)
- Source of plot: Prakhyāta (legendary), Utpādya (invented), Miśra (mixed)
- Objectives of plot- Kārya (Dharma, Artha, Kāma)
- Elements of plot- Five kinds of Arthaprakṛtis (caustations)
- Five kinds of Arthopakṣepaka (interludes)
- **Kinds of dialogue:**
- Sarvaśrāvya or Prakāśa (aloud)
- Aśrāvya or Svagata (aside)
- Niyataśrāvya: Janāntika (Personal address), Apavārita (confidential)
- Akāśabhāṣita (conversation with imaginary person)

**Unit IV Members of theatrical group. Credit 1**

- Netā: Four kinds of heroes.
- Three kinds of heroines.
- Sūtradhāra (Stage Manager)
- Vidūṣaka (Jester)
- Pratināyaka (Villain)

**Essential/Recommended Readings/Texts:**


1. अनीता (2019), संस्कृत छायानाट्य परम्परा, कला प्रकाशन, नई दिल्ली।
2. Hass. (1912). *The Daśarūpaka: A treatise on Hindu dramaturgy*. New York: Columbia University.
3. द्विवेदी, हजारीप्रसाद, (1963), *नाट्यशास्त्र की भारतीय परंपरा और दशरूपक*, दिल्ली : राजकमल प्रकाशन।
4. Adyarangachrya. (1966). *Introduction to Bharata's Nāṭyaśāstra*. Bombay: Popular Prakashan.
5. Ghosh, M. M. (1967). *Nāṭyaśāstra, Bharata, vol-1*. Calcutta: Manisha Granthalaya.
6. Ghosh, M. M. (1967). *Nāṭyaśāstra of Bharatamuni, vol-1*. Calcutta: Manisha Granthalaya.
7. Richmond, F. P. (Ed.). (2007). *Indian theatre: Traditions of performance, vol-I, origins of Sanskrit theatre*.
8. द्विवेदी, मीरा, (2018), *संस्कृत नाट्य, अभिनय एवं पटकथा लेखन*, दिल्ली : परिमल पब्लिकेशन्स।

**Additional Readings:**


1. Yajnick, R. K. (1933). *Indian theatre*. London.
2. Gupta, C. B. (1954). *Indian theatre*. Varanasi.
3. Nicoll, A. (1962). *The theatre and dramatic theory*. London.
4. गैरोला, वाचस्पति, (1967), *भारतीय नाट्यपरम्परा और अभिनयदर्पण*, इलाहाबाद।
5. सीताराम, झा, (1981), *नाटक और रंगमंच*, पटना : बिहार राष्ट्रभाषा परिषद्।
6. त्रिपाठी, राधावल्लभ, (1988), *भारतीय नाट्यः स्वरूप और परंपरा*, सागर : हरिसिंह गौर विश्वविद्यालय।
7. Mehta, T. (1999). *Sanskrit play production in ancient India*. Delhi : MLBD.
8. त्रिपाठी, राधावल्लभ, (1999), *भारतीय नाट्यशास्त्र की परम्परा और विश्व रंगमंच*, दिल्ली : प्रतिभा प्रकाशन।

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

**Major 4.10: Modern Trends in Sanskrit Literature**

**Course Objectives:**

1. To introduce the concept of folk elements in modern Sanskrit literature as presented by scholars like Abhirāja Yasho Bhūṣaṇam.
2. To explore various Sanskrit folk song forms such as *Yakṣagāna*, *Daṇḍaka*, *Phālgunikam* and *Holi-gītam* and understand their features and examples.
3. To provide knowledge about the Chandomukti movement (liberation from meter) and its impact on Sanskrit poetic expression.
4. To introduce key figures in free verse and modern prose forms in Sanskrit literature including novel, memoir and travelogue.
5. To examine the adaptation of foreign poetic forms like *Ghazal*, *Haiku*, *Tanka*, *Sonnet* and *Sijo* into Sanskrit, along with notable practitioners.
6. To analyze how modern Sanskrit poetry reflects contemporary consciousness (yugabodha) and interacts with global literary influences through translations.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Be able to explain the concept of Lokagīti (folk song) in the context of modern Sanskrit literature.
2. Recognize and describe the structure and themes of different Sanskrit folk forms like *Yakṣagāna*, *Laṅgalikam* and *Pracaraṇagītam*.
3. Appreciate the role of Abhirāja Yasho Bhūṣaṇam in defining folk song characteristics and their relevance in modern literature.
4. Be able to elaborate the philosophy and stylistic approach behind Chandomukti and identify works by poets such as *Revāprasāda Dvivedī*, *Vedakumārī Ghai* and others.
5. Understand the evolution and characteristics of modern prose genres like *Upanyāsa* (Novel), *Saṁsmaraṇa* (Memoir) and *Yātrā-Vṛttānta* (Travelogue).
6. Analyze the integration of foreign metrical forms in Sanskrit and assess the contributions of poets like *Harṣadeva Mādhava*.
7. Be able to discuss the presence of contemporary themes, social issues and modern sensitivity in Sanskrit poetry.
8. Explore and interpret translated poetic works in Sanskrit, understanding how they bring global literature into the Sanskrit literary fold.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.10 | Modern Trends in Sanskrit Literature | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Folk Songs Used in Modern Sanskrit Literature.** **Credit 1**

- The Concept of Folk Song in Modern Sanskrit Literature – According to *Abhirāja-Yasho-Bhūṣaṇam*.
- Types of Modern Sanskrit Folk Songs – Characteristics and examples (based on *Abhirāja-Yasho-Bhūṣaṇam*):
    - Yakṣagāna – A musical theatre-style narrative.
    - Daṇḍaka – A metrical form, often used for expressive or devotional songs.
    - Phālgunikam – Songs associated with the spring festival (Phālguna).
    - Sūtagṛham – Narrative-based songs, often sung in familial or social contexts.
    - Holīgītam – Songs of the Holi festival.
    - Lāṅgalikam – Songs related to ploughing and agriculture.
    - Vaṭukagītam – Songs sung by students or young boys.
    - Pracaraṇagītam – Songs composed for public performances or mass movements.
- Sanskrit Songs Based on Folk Tunes – An introduction to Sanskrit compositions influenced by traditional and regional melodies.

**Unit II Free Verse and Modern Prose Genres in Modern Sanskrit Literature. Credit 1**

- The Concept of Free Verse in Modern Sanskrit Literature – As explained in *Abhirāja-Yasho-Bhūṣaṇam*.
- Notable Free Verse Poets in Sanskrit:
    - Revaprasad Dwivedi
    - Vedkumari Ghai
    - Bhaskaracharya Tripathi
    - Prabhakar Narayan Kavathekar
- Modern Prose Genres in Sanskrit Literature:
    - Novels
    - Memoirs
    - Travelogues

**Unit III Foreign Metrical Forms used in Modern Sanskrit Literature: Features and Examples. Credit 1**

- Persian and Urdu Poetic Forms in Sanskrit:
    - Ghazal (called *Galajjalikā* in Sanskrit)
    - Examples by:
        - *Bhatt Mathuranath Shastri*
        - *Bacchulal Awasthi 'Gyan'*
- Japanese Poetic Forms in Sanskrit:
    - Haiku
    - Tanka

      Composed in Sanskrit by *Harshadev Madhav*.
- Italian Poetic Form:
    - Sonnet – Sanskrit sonnets written by *Harshadev Madhav*.
- Korean Poetic Form:

- Sijo Poetry – Sanskrit compositions by *Harshadev Madhav*.

**Unit IV Contemporary Sensibility and Translated Poetry in Modern Sanskrit Literature.**
**Credit 1**

- Contemporary Consciousness in Sanskrit Literature.
- Reflection of modern themes –
  - Social issues
  - Politics
  - Environmental Concerns
  - Globalization.
- Translated Poetry in Sanskrit (Introduction to poetry originally composed in other languages (e.g., English, Hindi, etc.) and translated into Sanskrit)

**Essential/Recommended Readings/Texts:**

1. द्विवेदी, आचार्य रेवाप्रसादः, (2007), *संस्कृतकाव्यशास्त्रस्य आलोचनात्मक इतिहासः*, वाराणसी : कालिदाससंस्थानम्।
2. मिश्रः, अभिराजराजेन्द्रः, (2010), *संस्कृतस्य अर्वाचीनसमीक्षात्मककाव्यशास्त्रम्*, प्रथमसंस्करणम्, वाराणसी : विश्वविद्यालयप्रकाशनम्।
3. मिश्रः, अभिराजराजेन्द्रः, (2013), *कल्पवल्ली (समकालिकसंस्कृतकाव्यसङ्कलनम्)*, प्रथमसंस्करणम्, नई दिल्ली : साहित्य अकादेमी।
4. त्रिपाठीः, राधावल्लभः, *संस्कृतसाहित्यस्य समग्रइतिहासः (चतुर्भागात्मकः)*, वाराणसी : साहित्यसंगमप्रकाशनम्।

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

# SOCIAL SCIENCES MAJORS

## Major 4.11: Recent Research in Indian Perspectives on Social Sciences

### Course Objectives:

1. To understand classical Indian economic thought and Kautilya's administrative insights.
2. To analyze governance, public finance and ethical administration in ancient India.
3. To examine Indian cultural, philosophical and epistemological perspectives in social sciences.
4. To apply historical economic and ethical principles to contemporary governance and policy.
5. To develop interdisciplinary research skills integrating historical, economic and philosophical insights.

### Learning Outcomes:

After the completion of the course, the students will:

1. Explain Kautilya's economic and administrative ideas and their modern reinterpretations like Dharmanomics.
2. Evaluate ancient Indian administrative systems, public finance and ethical governance frameworks.
3. Interpret Indian epistemology, pramāṇa-based knowledge and critiques of Western-centric social science frameworks.
4. Apply lessons from historical economic and governance practices to contemporary policy and social welfare analysis.
5. Conduct interdisciplinary research combining history, economics and philosophy for ethical and sustainable governance studies.

### Credit Framework:

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.11 | Recent Research in Indian Perspectives on Social Sciences | 04 | 0 | 0 | 04 |

### Details of Course:

**Unit I Foundations of Indian Economic Thought.** **Credit 1**

- Kautilya's Arthashastra – economic and administrative insights.
- Balbir Singh Sihag's reinterpretation of Kautilya as the founder of economics.
- Ethical economic frameworks in India: Sriram Balasubramaniam, *Dharmanomics*.
- Case Study: Social reformations by Ācāryas – ethical and economic prescriptions for governance, trade and social welfare.

**Unit II Governance, Law and Administration.** **Credit 1**

- Public finance and administration in ancient India: Benoy Kumar Sarkar.
- Ethical governance: rājadharma, prajādharma and pañcamahāyajña.

- Administrative practices in Arthashastra and Manusmriti.
- Case Study: Temple administration and public finance – insights from Burton Stein, Noboru Karashima and M. N. Srinivas; how temples managed land, labor and social welfare.

**Unit III Cultural and Philosophical Perspectives. Credit 1**

- Critiques of Western-centric frameworks: SN Balagangadhara (*Reconceptualizing India Studies*).
- Indian epistemology and pramāṇa-based knowledge systems.
- Comparative studies of cultural interpretations in social sciences.
- Case Study: Village republics and local self-governance: R. S. Sharma and T. V. Mahalingam – revenue systems, agrarian organization and community governance in medieval India.

**Unit IV Contemporary Applications and Emerging Research. Credit 1**

- Modern reinterpretations of Kautilya and public finance.
- Applications of *Dharmanomics* in contemporary economic decision-making and governance.
- Emerging interdisciplinary research linking Indian historical, economic and philosophical insights.
- Case Study: Modern research on temple economics, social welfare and ethical governance in contemporary policy analysis.

**Essential/Recommended Readings/Texts:**

1. Kautilya. Arthashastra (Selected chapters).
2. Sihag, B. S. Kautilya: The True Founder of Economics. Publisher.
3. Balasubramaniam, S. (Year). Dharmanomics. Publisher.
4. Sarkar, B. K. Public Finance in Ancient India. Publisher.
5. Balagangadhara, S. N. Reconceptualizing India Studies. Publisher.

**Additional Readings:**

1. Mahalingam, T. V. (1951). The agrarian system of South India. University of Madras.
2. Srinivas, M. N., & Raman, K. V. (1959). The temple economy of South India. Journal of the Bombay Branch of the Royal Asiatic Society, 34(1), 47–63.
3. Stein, B. (1980). Peasant, state and society in medieval South India (includes “Temple and village economies”). Oxford University Press.
4. Karashima, N. (1984). Economic and social history of medieval South India. Oxford University Press.
5. Sharma, R. S. (1987). Village republics: Economic and social life in medieval South India. Macmillan.
6. Balagangadhara, S. N. (1994). The heathen in his blindness: Asia, the West and the dynamic of religion. Brill.
7. Balagangadhara, S. N. (2021). Seven problems in the philosophy of social science. Oxford University Press.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

**Major 4.12: State Dynamics and International Relations in Kautilya's Arthashastra (Yogavrittam, Mandalayonih, Shaadgunyam and summary topics)**

**Course Objectives:**

1. To understand the internal administrative structure and ethical discipline outlined in Kautilya's Yogavṛttaṃ (Book 5).
2. To analyze the principles of state organization and foreign relations through the Maṇḍalāyaniḥ (Book 6).
3. To examine the six measures of foreign policy (Ṣāḍguṇyaṃ, Book 7) and their strategic applications.
4. To explore advanced concepts of warfare, diplomacy and statecraft in Books 8–15 of the Arthashastra.
5. To apply Kautilya's theories of governance, ethics and international relations to contemporary political and administrative contexts.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Students will be able to explain Kautilya's administrative system, including duties, salaries, surveillance and ethics of governance.
2. Students will be able to evaluate the Saptāṅga and Maṇḍala theories and their relevance to state organization and diplomacy.
3. Students will be able to interpret the Ṣāḍguṇya framework and assess the strategic selection of foreign policy measures.
4. Students will be able to analyze Kautilya's advanced concepts of warfare, espionage and psychological tactics within political ethics.
5. Students will be able to apply Kautilyan principles to modern governance, diplomacy and international relations studies.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.12 | State Dynamics and International Relations in Kautilya's Arthashastra (Yogavrittam, Mandalayonih, Shaadgunyam and summary topics) | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Yogavṛttaṃ (Book 5: Internal Administration & Discipline)** **Credit 1**

- Duties, salaries and allowances of officials (*bhṛti* system).
- Incentives and punishments: performance-based rewards and fines.
- Surveillance of ministers and officers through secret agents.
- Internal audits: methods of detecting corruption and embezzlement.
- Ethics and conduct expected of the king and administrators.

**Unit II Maṇḍalāyaniḥ (Book 6: The Circle of States) Credit 1**

- The **Saptāṅga theory**: king, ministers, territory, fort, treasury, army, allies.
- Maṇḍala theory: classification of states into conqueror, enemy, ally, neutral, etc.
- Strategic positioning of allies, middle states and adversaries.
- Balance of power and interdependence among neighboring states.
- Hierarchy of foreign states and their influence on policy decisions.

**Unit III Ṣāḍguṇyaṃ (Book 7: Six Measures of Foreign Policy) Credit 1**

- **Sandhi (Peace)**: conditions for treaties and alliances.
- **Vigraha (War)**: when and how to engage in hostilities.
- **Āsana (Neutrality)**: holding position without commitment.
- **Yāna (Marching/Expedition)**: logistics and conditions for campaigns.
- **Saṃśraya (Alliance)**: seeking protection from stronger states.
- **Dvaidhibhāva (Dual Policy)**: pursuing peace with one, war with another simultaneously.
- Criteria for choosing which *guṇa* to apply in given situations.

**Unit IV Summary & Advanced Concepts (Books 8–15 Highlights) Credit 1**

- **Strategic expansion**: practical techniques of conquest and consolidation.
- War ethics: rules of conduct for the king and army.
- Diplomacy and treaty-making: long-term vs. temporary agreements.
- Role of spies in foreign relations.
- Advanced statecraft: use of intrigue, propaganda and psychological tactics.
- Application of Kautilya's principles to modern international relations and political theory.

**Essential/Recommended Readings/Texts**

1. Kangle, R. P. (1960–1965). Kautilya's Arthashastra (Vols. 1–3). University of Bombay.
2. Rangarajan, L. N. (1992). The Arthashastra. Penguin Books.
3. Unni, N. P. (Ed.). (2012). Arthashastra of Kautilya (Edited by T. Ganapati Sastri). New Bharatiya Book Corporation.
4. Sihag, B. S. (2014). Kautilya: The True Founder of Economics. Springer.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

**Major 4.13: Stature of Women in Indian Society: Ancient to Modern Era**

**Course Objectives:**

1. Trace the evolving roles, rights, and representations of women in Indian society across different historical periods.
2. Explore the socio-religious, cultural, political, and economic contexts that shaped women's status from ancient times to the present.
3. Critically examine primary sources, classical texts, and reform movements impacting women's lives.
4. Analyze colonial and post-colonial narratives around women in India.
5. Encourage students to connect historical understanding with contemporary gender discourse.

**Learning Outcomes:**

After completing of the course, students will:

1. Identify significant shifts in the position of women in ancient, medieval, and modern India.
2. Analyze classical texts and historical records to assess women's status and contributions.
3. Understand the interaction of tradition, reform, colonialism, and nationalism in shaping women's roles.
4. Reflect critically on the present-day status of women using historical and cultural insights.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 4.13 | Stature of Women in Indian Society: Ancient to Modern Era | 3 | 1 | 0 | 04 |

**Details of Course:**

**Unit I Women in Ancient India: Vedic to Classical Period. Credit 1**

- Women in the Vedas and Upanishads: education, agency, and participation.
- Women in epics: *Ramayana*, *Mahabharata*, and their layered portrayals.
- Role of women in religious and philosophical traditions: Ṛṣikās, Brahmavādinīs.
- Normative roles in Dharmaśāstra literature: expectations and limitations.

**Unit II Women in Medieval India. Credit 1**

- Bhakti movement and emergence of female voices: Mirabai, Akka Mahadevi, Lal Ded.
- Influence of Islamic rule and the emergence of purdah and seclusion.
- Social customs and challenges: child marriage, Sati, restriction of education.
- Women's participation in arts, literature, and administration.

**Unit III Women in Colonial and Nationalist Discourses. Credit 1**

- Colonial constructions of Indian womanhood: the "oppressed" native woman.
- Social reform movements: Raja Ram Mohan Roy, Vidyasagar, Savitribai Phule.
- Role of women in the freedom movement: Sarojini Naidu, Annie Besant, Aruna Asaf Ali.
- Negotiating tradition and modernity: education, suffrage, legal reforms.

**Unit IV Women in Modern India: Progress and Challenges. Credit 1**

- Post-independence legal frameworks: constitutional rights, gender equality
- Women in politics, education, and public life
- Gender-based violence and resistance movements
- Intersectionality: caste, class, region, and religion

**Essential/Recommended Readings:**

1. Chaudhuri, J. B. (1956). *Sanskrit Poetesses Part A.*
2. Chaudhuri, Jatindra Bimal. *The Position of Women in the Vedic Ritual.* Originally published 1956; reprint New Delhi: Asian Educational Services, 2012.
3. Pejathaya, R., & Venkat, V. (Eds.). (2022). *Adi Shakti: Philosophy and Narratives of the Feminine Divine.* Chinmaya International Publications.
4. Altekar, A. S. *The Position of Women in Hindu Civilization.*
5. Geraldine Forbes. *Women in Modern India.*
6. Uma Chakravarti. *Gendering Caste through a Feminist Lens.*
7. Laxmi Murthy (Ed.). *Our Pictures, Our Words: A Visual Journey Through the Women's Movement.*
8. Ramakrishna Pejathaya & Naveen Bhat. (Eds.). *Women's Writings in Sanskrit* (in press).
9. Selections from *Bhakti Literature.*
10. Government and legal documents related to gender rights. *

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

**Major 4.14: Internship**

**Course Objectives:**

1. To enable students to connect Sanskrit textual frameworks (e.g., Kautilya's *Arthaśāstra*, *Manusmriti*, temple-economy texts, Purāṇic governance models) with modern social science concepts.
2. To provide firsthand experience of governance, administration and social structures by working with social organisations or research institutions.
3. To nurture interdisciplinary analytical ability, drawing parallels between classical Sanskrit sources and contemporary socio-political realities.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Students will critically analyze how ideas of state, society and economy in Sanskrit texts find echoes or contrasts in modern institutions.
2. Students will demonstrate applied understanding of social science frameworks by integrating textual insights with field observations.
3. Students will develop practical research skills (documentation, interviewing, comparative analysis) and ethical engagement with communities.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.14 | Internship | 0 | 0 | 04 | 04 |

**Internship Process:**

- **Preparation & Orientation**.
  - Training in fieldwork methods: observation, structured interviews, case study writing.
  - Revisiting Sanskrit sources relevant to chosen themes (e.g., rājadharma, temple economy, local governance, public finance, diplomacy).
- **Fieldwork Placement.**
  - Students work with NGOs, policy think tanks, social research centres, temple-administration bodies, or government-linked organisations.
  - Areas: rural governance, economic development, public finance, social justice, conflict resolution, heritage management.
- **Analytical Framework**.
  - Comparative lens: *Arthaśāstra* (internal audits, revenue, espionage) vis-à-vis public finance and administration today.
  - Case studies: Tirukulam (Rāmānuja's temple economy), village assemblies, temple finance, Panchayat systems.

  - Thematic analysis: duties of ruler/administrator vs. role of modern state.

- **Reporting & Evaluation**.
  - Internship diary with textual cross-references.
  - Final report (10,000–12,000 words) showing comparative analysis.
  - Presentation + viva linking Sanskrit texts and field realities.

- **Duration:**
  - Can be started after the 2nd semester and must be completed by the 8th semester.

**Assessment methods:**

- **Internship Diary / Logbook (20%)** – Regular entries documenting daily/weekly observations and linking them with Sanskrit textual insights.
- **Mid-Semester Progress Report (15%)** – Short analytical report (2000–3000 words) after Phase 2 internships.
- **Final Internship Report / Dissertation (35%)** – Comprehensive document (10,000–12,000 words) integrating field experience with Sanskrit sources and social science frameworks.
- **Presentation & Viva (20%)** – Oral defense and presentation of findings before faculty panel.
- **Mentor/Organisation Feedback (10%)** – Evaluation by host organisation on professionalism, engagement and contribution.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

**Major 4.15: Dissertation**

**Course Objectives:**

1. To train students in independent research by combining Sanskrit textual sources with modern social science frameworks.
2. To enable students to critically evaluate primary Sanskrit texts (e.g., *Arthaśāstra*, *Dharmashastra*, temple-economy texts) in light of contemporary social issues.
3. To develop scholarly writing, analytical skills and methodological rigor for academic or policy-oriented contributions.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Be able to design and execute a research project using both Sanskrit texts and social science methodologies.
2. Demonstrate the ability to formulate research questions, engage with secondary scholarship and present coherent arguments.
3. Produce a well-structured dissertation (15,000–20,000 words) that contributes to the field of Sanskrit and Social Sciences.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical | |
| Major 4.15 | Dissertation | 0 | 0 | 04 | 04 |

**Dissertation Process:**

- **Topic Selection**
  - Choice of theme related to Sanskrit and Social Sciences (e.g., concepts of taxation in *Arthaśāstra* vs. modern public finance; temple economy and social welfare; law and justice in *Dharmashastra* vs. contemporary jurisprudence; diplomacy in Sanskrit texts and modern IR).
  - Approval by a dissertation committee.

- **Proposal Stage**
  - Submission of a short synopsis (2000–2500 words) outlining research question, objectives, methodology and sources.
  - Literature review of both primary texts and modern scholarship.

- **Research & Writing Phase**
  - Intensive engagement with Sanskrit texts (with translations if required).
  - Field data (if internship/primary observation is relevant) may be integrated.
  - Regular progress reviews with supervisor.

- **Submission & Defense**
  - Final dissertation (15,000–20,000 words, with proper referencing and bibliography).

- Public presentation of findings (seminar format).
- Viva voce before a panel of faculty and external examiner.

**Assessment Methods**

- Proposal & Literature Review (10%) – clarity of research question and grounding in existing scholarship.
- Supervisor Evaluation (20%) – consistency, originality and effort during research process.
- Final Dissertation Document (50%) – quality of analysis, integration of Sanskrit texts, argumentation and structure.
- Presentation & Viva (20%) – articulation, defense of arguments and ability to engage with critical questions.

# SECOND YEAR: MINOR PAPERS

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

**Minor 2.A.1: Introduction to Smṛiti Literature**

**Course Objectives:**

1. To acquaint learners with the salient features, nature, and importance of Smriti texts.
2. To introduce the foundational values, ethics, laws, and societal norms reflected in the Smritis and their relevance to contemporary society.
3. To explore the roots of Indian social, administrative, and cultural traditions through original Smriti literature.

**Learning Outcomes:**

After completion of the course, students will:

1. Define Smriti literature and differentiate it from Dharmashastra while identifying major Smritis.
2. Explain key concepts such as Dharma, Varna, and Ashrama along with ancient social systems like education and marriage.
3. Analyze how Smriti texts discuss ancient Indian institutions such as law, governance, and society.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 2.A.1 | Introduction to Smṛiti Literature | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Brief Introduction of Smriti Literature. Credit 1**

- Concept of Smriti Literature.
- Difference between Smriti Literature and Dharmshastra.
- Some Famous Smriti Literature and Author-
  - Manu
  - Yājñavalkya
  - Shukracharya
  - Somdeva

**Unit II Dharma as fundamental entity of Human life. Credit 1**

- **Dharma**:
  - Meaning of Dharma
  - Sources of Dharma (Manusmṛti 2.1, 6, 10, 12) (Yājñavalkya 1.7)
  - Ten-fold of Dharma & it's versions (Manusmṛti 6.91-94)
- **Varṇa and Āshram System:**
  - An organized society
  - Concept, Composition, Purpose and Relevance of Varṇāśram (Manusmṛti 1.87, 10.4, 1.88, 1.89, 9.326, 1.90, 1.91) (Manusmṛti 10.65, 9.335, 4.245, 2.103, 2.168)
- **Āśram System: Bringing balance in human life**
  - Āśram Dharma (Mitākśrā Tīkā on Yājñavalkya 1.1)

- Different Āśramas depicted in Smṛti-Literature.
- Marriage (Manusmṛti 3.4)
- Pañca-Mahāyajña.
- Importance of Gr̥hastha Āshram.
- Social Responsibility of Gṛhastha.

**Unit III Social Institutions. Credit 1**

- **Education**:
- Attaining knowledge: Beginning of education; (Manusmṛti 2) (Yaj. 1.10-115)
- Gurukul; (Manusmṛti chap 2 and 3) (Yājñavalkya 1.10-115)
- Rules regarding dressing, eating, rising up, sleeping, behaving etc.
- **Marriage**:
- Marriage as social institution for the regulation of the relation between man & woman; forms of marriage; (Manusmṛti 3.27-37) (Yājñavalkya 1.58)
- Woman has right to select suitable husband for herself; (Manusmṛti 9.90-91) (Yaj. 1.89)
- Qualifications of bride and bridegroom; (Manusmṛti 3.2-11) (Yājñavalkya 1.35, 52-55) (Narada 12.8-11)
- Dissolution of marriage; (Manusmṛti 9.72-74) (Yājñavalkya 1.76) (Narada 12.16-19)

**Unit IV Women and their Rights. Credit 1**

- **Respect of Women:** (Manusmṛti 3.55-58, 62, 9.26) (Yājñavalkya 1.82)
  - Women Safety (Manusmṛti 9.3, 9.5-7) (Yājñavalkya 1.76, 85)
  - Women are not responsible for wicket progeny (Manusmṛti 9.9, 33, 36, 40)
  - No selling of girl child (Manusmṛti 3.51, 53, 54, 9.8,100) (Yājñavalkya 1.64)
- **Property rights of women:**
  - Right of ownership of property (Manusmṛti 9.192-195, 9.217) (Yājñavalkya 1.76) (Narada 4.14)
  - Protection of her property (Manusmṛti 8.28-29, 8.350)
  - Right of Inheritance (Manusmṛti 9.118, 130, 131) (Narada 4.13) (Yājñavalkya 2.115)
  - Never take property of a woman (Manusmṛti 3.52, 9.200)
  - Things can't be counted under women's property (Manusmṛti 9.92, 199)
- **Women's Right of management:**
  - Women's Right of management (Manusmṛti 9.11)
  - Right of Education (Manusmṛti 5.150)
  - Right of testimony (Manusmṛti 8.68) (Narada 4.155)
  - Responsibility of Women (Yājñavalkya 1.83,87)

**Essential/Recommended Readings/Texts:**

5. भट्ट, श्रीयाज्ञिक देवण, (1988), स्मृतिचन्द्रिका, दिल्ली : नाग प्रकाशन।
6. पाण्डेय, उमेशचन्द्र, (1994), याज्ञवल्क्यस्मृतिः, वाराणसी : चौखम्बा संस्कृत संस्थान।
7. हरगोविन्दशास्त्री, व्याख्याकार, (1992), मनुस्मृतिः (श्री कुल्लुकभट्ट टीका सहित), वाराणसी : चौखम्बा संस्कृत संस्थान।
8. स्वांई, ब्रजकिशोर, (वि. सं. 2065), नारदस्मृतिः, वाराणसी : चौखम्बा संस्कृत संस्थान।

**Additional Readings:**


8. Kane, P. V., (1930), History of Dharmashastra, Pune : Bhandarkar Oriental Research Institute।
9. ठाकुर, लक्ष्मीदत्त, (1965), प्रमुख स्मृतियों का अध्ययन, लखनऊ : हिन्दी समिति सूचना विभाग।
10. श्रीमन्महर्षिप्रणीत, (1988), स्मृतिसंदर्भ, दिल्ली : नाग प्रकाशन।
11. काणे, पी. वी., (1992), धर्मशास्त्र का इतिहास (हिन्दी अनुवादक - अर्जुन चौबे कश्यप), लखनऊ : उत्तर प्रदेश हिन्दी संस्थान।
12. जोशी, लक्ष्मण शास्त्री, (वि. सं. 1994), धर्मकोष, बई सतरा : प्रजनपथशाला मण्डल।
13. गोयल, डॉ. प्रीति प्रभा, (2016), भारतीय संस्कृति, जोधपुर : राजस्थानी ग्रंथागार।
14. टण्डन, डॉ. किरण, (2017), भारतीय संस्कृति, दिल्ली : ईस्टर्न बुक लिंकर्स।

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

**Minor 2.A.2: Education in India: Insights from Dharampal's The Beautiful Tree**

**Course Objectives:**

1. Understand the structure and nature of indigenous education in pre-colonial India.
2. Analyze the implications of Dharampal's research in colonial archives.
3. Explore education's relationship with community, caste, and occupation in traditional Indian society.
4. Encourage critical reflection on how colonial interventions reshaped educational systems.
5. Reassess contemporary debates on educational policy in light of historical evidence.

**Learning Outcomes:**

After completing of the course, students will:

1. Articulate the main findings of The Beautiful Tree and their historical significance.
2. Describe the structure and content of pre-colonial Indian education.
3. Critically assess colonial critiques of Indian society through educational data.
4. Reflect on the resilience and decline of traditional institutions of learning.
5. Apply historical understanding to evaluate present-day educational reforms and challenges.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 2.A.2 | Education in India: Insights from Dharampal's The Beautiful Tree | 03 | 01 | 0 | 04 |

**Details of Course:**

**Unit I Understanding The Beautiful Tree and its Context.** **Credit 1**

- Dharampal's life and intellectual journey.
- Colonial construction of Indian backwardness.
- Sources and methodology of The Beautiful Tree.
- What was uprooted because of British education system.

**Unit II Structure of Indigenous Education System.** **Credit 1**

- Role of community and education in India.
- Gurukulas.
- Schools in Madras, Bengal and Bombay presidencies.
- Role of women in education.

**Unit III Colonial Disruption and Civilizational Amnesia.** **Credit 1**

- Colonial education policies.
- Decline of the indigenous system and rise of Anglicised education.

- Missionary activities and funding of education.
- Close reading of Macaulay's Minutes.

**Unit IV Reimagining Indian Education.** **Credit 1**

- What can be recovered?
- Traditional Knowledge and NEP 2020
- Language debates and coloniality in curriculum
- Civilizational continuity in education

**Essential/Recommended Readings/Texts:**

1. Dharampal, The Beautiful Tree.
2. Macaulay, Minutes on Indian Education.
3. Michel Danino, Indian Culture and India's Future.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

**Minor 2.A.3: Feminism and Gender Studies**

**Course Objectives:**

1. Familiarize students with major feminist and gender theories.
2. Explore the representation and roles of women in Indian philosophical, spiritual, and literary traditions.
3. Critically assess the dissonance and dialogue between Western feminist thought and Indian knowledge frameworks.
4. Examine gender justice, social reform, and women's agency from historical and civilizational standpoints.
5. Foster reflective thinking on contemporary gender debates through intercultural analysis.

**Learning Outcomes:**

After completing of the course, students will:

1. Identify Indian perspectives on gender across texts, practices, and traditions.
2. Compare and critique Western and Indian frameworks of gender and identity.
3. Contextualize gender justice in India's historical and philosophical traditions.
4. Develop nuanced, culturally rooted, and intersectional perspectives on gender issues.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 2.A.3 | Feminism and Gender Studies | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Feminist Thought and Gender Theories.** **Credit 1**

- Key concepts: Sex, Gender, Patriarchy, Intersectionality, Performativity.
- Waves of feminism: Liberal, Radical, Socialist, Postmodern.
- Queer theory and trans perspectives.
- Critique of Eurocentrism in feminist theory.

**Unit II Gender in Indian Thought and Tradition.** **Credit 1**

- Women philosophers, saints and scholars.
- Reflection on the gender roles in Dharmashastras, Arthashastra etc.
- Understanding feminism in Indian tradition: Shakti, Ardhanarishvara.
- Social roles and spiritual agencies of women in India.

**Unit III Colonial Lens, Modernity and Reforms.** **Credit 1**

- Impact of colonialism on gender norms and identities

- Deconstructing narratives: widow remarriage, education, Sati abolition
- The trap of modernity: women's agency
- Comparison of the role of women in Western society vs. Indian society

**Unit IV Feminism through IKS. Credit 1**

- Rethinking "empowerment": Svadharma, Dharma
- Gendered ethics – perspectives from Indian texts
- Dealing with false narratives: Examples from Indian texts

**Essential/Recommended Readings:**

1. Chaudhuri, J. B. (1956). *Sanskrit Poetesses Part A*.
2. Chaudhuri, Jatindra Bimal. *The Position of Women in the Vedic Ritual*. New Delhi: Asian Educational Services, 2012. Originally published 1956.
3. Pejathaya, R., & Venkat, V. (Eds.). (2022). *Adi Shakti: Philosophy and Narratives of the Feminine Divine*. Chinmaya International Publications
4. Simone de Beauvoir, The Second Sex
5. Rajashekhara, Kāvyamīmāṁsā
6. Ramakrishna Pejathaya & Naveen Bhat. (Eds.). Women's Writings in Sanskrit (in press)

# THIRD YEAR: MINOR PAPERS

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

**Minor 3.A.1: Panchayati Raj: Reclaiming Indigenous Governance**

**Course Objectives:**

1. Introduce the structure and functioning of traditional Panchayati Raj systems before colonial rule.
2. Analyze Dharampal's archival findings on village governance.
3. Examine colonial dismantling of indigenous institutions.
4. Explore the constitutional and political developments leading to the 73rd Amendment.
5. Reflect on the potential and limitations of modern Panchayati Raj in India.

**Learning Outcomes:**

After completing of the course, students will:

1. Articulate the historical depth of local self-governance in Indian villages.
2. Analyze primary data on traditional administration from colonial records.
3. Evaluate the consequences of colonial interference in village institutions.
4. Critically assess the implementation and challenges of modern Panchayati Raj.
5. Reflect on indigenous principles of governance and their relevance today.

**Credit Framework**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.1 | Panchayati Raj: Reclaiming Indigenous Governance | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Village Governance in India.** **Credit 1**

- Functions of Panchayat in pre-colonial India: Justice, resource management.
- Role of Jati/Varna, occupation and kinship in village administration.
- Autonomy and sustainability of village institutions.
- Village economy.

**Unit II Colonial Disruption of Village Institutions.** **Credit 1**

- Decline of community-based dispute resolution and welfare functions.
- Rise of the bureaucratic state and erosion of customary rights.
- Fragmentation of village economies.

**Unit III 73rd Amendment to the Constitution – Panchayati Raj.** **Credit 1**

- Gandhian vision of village Swaraj.
- Balwantrai Mehta Committee and Ashok Mehta Committee reports.
- 73rd Constitutional Amendment: structure and features.
- Decentralization, women's participation, and social justice.

**Unit IV Reviving Indigenous Governance: Challenges and Possibilities.** **Credit 1**

- Reflection on Panchayat today.
- Lessons on community-led governance.
- Integrating local traditions with constitutional mandates.
- Future of Panchayati Raj in the light of globalization and urbanization.

**Essential/Recommended Readings:**

1. Dharampal, *Panchayati Raj as the Basis of Indian Polity.*
2. Dharampal, *The Beautiful Tree.*

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

**Minor 3.A.2: Political Thoughts: Western and Indian Perspectives**

**Course Objectives:**

1. Introduce foundational texts and thinkers in both Western and Indian political traditions.
2. Analyze core concepts such as justice, power, law, and the ideal polity.
3. Highlight civilizational contrasts and similarities between Indian and Western thought.
4. Encourage critical reflection on colonial influences in political theory.
5. Equip students to ask deeper questions about ethics, authority, and governance across traditions.

**Learning Outcomes:**

After completing of the course, students will:

1. Articulate key concepts and thinkers from Indian and Western political traditions.
2. Compare ideas of governance, law, and justice in diverse philosophical frameworks.
3. Challenge dominant political narratives using non-Western sources.
4. Contextualize modern Indian political thought within its historical and cultural setting.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.2 | Political Thoughts: Western and Indian Perspectives | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Western Political Thought.** **Credit 1**

- Greek political philosophy: Plato's *Republic* and Aristotle's *Politics.*
- The social contract: Hobbes, Locke, Rousseau.
- Enlightenment rationality and liberalism: Mill and Bentham.
- Political modernity and its assumptions.

**Unit II Foundations of Indian Political Thought.** **Credit 1**

- Rajadharma in the Vedas and epics (*Mahabharata*, *Ramayana*)
- Kautilya's *Arthashastra*: Statecraft and political realism.
- *Manusmriti* and the ethics of governance.
- Kingship and cosmology: Dharma as the ordering principle.

**Unit III Key Contrasts and Critical Questions.** **Credit 1**

- State and Society: Social contract vs. dharma-based order.
- Liberty and Individualism vs. Harmony and Duty.
- Secularism vs. Integral unity.
- What counts as political in India? Is Western political vocabulary sufficient?

**Unit IV Relevance Today: Rethinking Political Categories. Credit 1**

- Colonial knowledge systems and the framing of Indian politics.
- Gandhi's critique of modern civilization (*Hind Swaraj*)
- Ambedkar's vision: Between tradition and modernity.
- Towards a decolonized political thought.

**Essential/Recommended Readings:**

1. Plato, *Republic*
2. Aristotle, *Politics*
3. Kautilya, *Arthashastra*
4. Manusmriti (selected readings)
5. R.P. Kangle, *Arthashastra Commentary*
6. Ashis Nandy, *The Intimate Enemy*
7. S.N. Balagangadhara, *The Heathen in His Blindness*
8. Arvind Sharma, *Classical Hindu Thought*
9. M.K. Gandhi, *Hind Swaraj*
10. B.R. Ambedkar, *Annihilation of Caste*

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

**Minor 3.A.3: Religion, Traditions and Secularism: Comparative Perspectives from Europe and India**

**Course Objectives:**

1. Understand the European origins of the concepts of religion, traditions and secularism.
2. Compare the origins and meanings of these terms as understood in European contexts vis-à-vis Indian contexts.
3. Analyze how these concepts have been reinterpreted in the Indian context.
4. Compare and contrast religious and secular traditions in Europe and India.
5. Critically examine the relevance and application of secularism in contemporary India.
6. Explore the debates between science and religion across cultural contexts.

**Learning Outcomes:**

After completing of the course, students will:

1. Explain the European origins of religion and secularism and how these ideas were transmitted to India.
2. Understand the key differences between European culture where these concepts form a key base and Indian culture.
3. Critically analyse whether the application of these concepts to Indian realities warrants rethinking.
4. Articulate informed positions in debates about religion, science, and secularism.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.3 | Religion, Traditions and Secularism: Comparative Perspectives from Europe and India | 03 | 1 | 0 | 04 |

**Details of Course:**

**Unit I Origins of Religion.** **Credit 1**

- Definition and etymology of "Religion" in the West.
- Religious world-views.
- Religion and politics in the West.
- Reformation and rise of Protestant thought.
- Religion as a defining factor of European culture.

**Unit II Understanding Indian Traditions.** **Credit 1**

- Vedic and Post-vedic traditions.
- Key concepts in Indian philosophy and culture – Dharma, Karma, etc.
- Bhakti and Tantra traditions.
- Understanding Indian traditions from European worldview.

- The concept of the "Hindu" religion and its origins.

**Unit III Secularism in Europe. Credit 1**

- Enlightenment and rise of secular thought.
- Separation of church and state.
- Modern critiques of secularism.
- Secularism as adopted by Indian political thinkers – Nehruvian secularism.

**Unit IV – Science and Religion: Conflict vs Compatibility? Credit 1**

- The church-science debates.
- Case studies: Galileo and Varahamihira.
- Contemporary debates in India and the West.
- Difference in Indian and Western perspective: Science as antithesis to religion vs science being part and parcel of religion.

**Essential/Recommended Readings:**

1. Wilfred Smith, *The Meaning and End of Religion*
2. Talal Asad, *Genealogies of Religion*

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

**Minor 3.A.4: Humanitarian Law, Human Rights and Intervention**

**Course Objectives:**

1. Introduce students to the principles and frameworks of Human Rights (HR) and International Humanitarian Law (IHL) in the context of armed conflict and peace.
2. Explore the legal, ethical, and political dimensions of humanitarian intervention and Responsibility to Protect (R2P).
3. Provide insights into the role of international institutions, states, and non-state actors in upholding humanitarian law.
4. Develop a critical understanding of the challenges of human rights implementation in diverse cultural, legal, and political contexts.
5. Analyse gender dimensions in human rights and humanitarian law, with emphasis on conflict-related violence and justice.
6. Examine India's approach to human rights and humanitarian law through its constitutional and institutional frameworks.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the core concepts and scope of HR and IHL.
2. Assess the relationship between HR, IHL, and humanitarian intervention in global politics.
3. Analyse case studies of IHL violations and interventions, evaluating their successes and failures.
4. Understand the role of international and regional institutions in human rights protection.
5. Critically assess the gendered dimensions of conflict, humanitarian law, and human rights.
6. Evaluate India's contribution and challenges in upholding human rights both domestically and internationally.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.4 | Humanitarian Law, Human Rights and Intervention | 03 | 01 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Human Rights and Humanitarian Law.** **Credit 0.5**

- Human Rights: Definition and scope.
- Overview of Humanitarian Law and its historical development.
- The relationship between Human Rights and Humanitarian Law.
- Human rights abuses in conflict situations: Causes and consequences.
- Ideas of discrimination, human duties and minorities.

**Unit II International Human Rights Law (IHRL) Credit 0.5**

- The UN Charter, Universal Declaration of Human Rights (UDHR) and major human rights treaties
- Civil, political, economic, social, and cultural rights
- Policies on refugee and asylum
- Regional human rights systems and their contribution to global human rights protection
- Challenges and controversies in implementing IHRL in diverse cultural contexts

**Unit III International Humanitarian Law (IHL) Credit 1**

- Fundamental principles of IHL: Distinction, proportionality, and military necessity.
- Geneva Conventions: Protection of Hors De Combat, civilians, prisoners of war, and other vulnerable groups.
- The role of the International Committee of the Red Cross (ICRC) in promoting and enforcing IHL.
- Case studies of IHL violations and their implications for human rights.

**Unit IV Humanitarian Intervention. Credit 0.5**

- The concept of humanitarian intervention: R2P (Responsibility to Protect) and its evolution.
- Historical cases of humanitarian intervention: Successes and failures.
- Legality vs. legitimacy of intervention: UN Security Council, state sovereignty, and the use of force.
- The role of non-state actors and NGOs in humanitarian interventions.

**Unit V Gender Justice and International Law. Credit 0.5**

- Gender justice: Meaning, Concepts and Significance.
- United Nations Resolution 1325.
- Gender in International Humanitarian Law.
- Prosecution of gender-based crimes in international law.
- The role of gender in the war on terror.

**Unit VI Human Rights and India. Credit 1**

- Indian Constitution and Human Rights: Fundamental Rights, Directive Principles of State Policy and other provisions
- Impact of UDHR on Human Rights in India
- Human rights enforcement in India: The Protection of Human Rights Act, 1993, NHRC, SHRC and Human Rights Courts
- National Commissions for women, children, scheduled castes, scheduled tribes and minorities

**Essential/Recommended Readings/Texts:**

1. Buergenthal, Thomas. *International Human Rights in a Nutshell.* St. Paul, MN: West Publishing, 1995.
2. Mehta, Piarey Lal, and Neena Verma. *Human Rights Under the Indian Constitution.* New Delhi: 1999.

3. Alston, Philip, ed. *The United Nations and Human Rights: A Critical Appraisal.* Oxford: Oxford University Press, 2000.
4. Goldstein, Joshua. *War and Gender: How Gender Shapes the War System and Vice Versa.* Cambridge: Cambridge University Press, 2003.
5. Aksar, Yusuf. *Implementing International Humanitarian Law: From the Ad Hoc Tribunals to a Permanent International Criminal Court.* London: Routledge, 2004.
6. Forsythe, David P. *Human Rights in International Relations.* Cambridge: Cambridge University Press, 2006.
7. Bellamy, Alex J. *Responsibility to Protect: The Global Effort to End Mass Atrocities.* Cambridge: Polity Press, 2009.
8. Sjoberg, Laura. *Gender and International Security: Feminist Perspectives.* London: Routledge, 2009.
9. Cohn, Carole, ed. *Women and Wars: Contested Histories, Uncertain Futures.* Cambridge: Polity, 2013.
10. Das, Jatindra Kumar. *Human Rights Law and Practice.* Delhi: PHI Learning, 2016.
11. Sriram, Chandra Lekha, Olga Martin-Ortega, and Johanna Herman. *War, Conflict, and Human Rights.* London: Routledge, 2018.

**Additional Readings:**

1. Kane, P. V. *History of Dharmaśāstra (Ancient and Mediaeval Religious and Civil Law in India).* Vols. 1–5. Poona: Bhandarkar Oriental Research Institute, 1930–1962.
2. Waldron, Jeremy, ed. *Theories of Rights.* Oxford: Oxford University Press, 1984.
3. Meron, Theodor. *Human Rights and Humanitarian Norms as Customary Law.* Oxford: Clarendon Press, 1989.
4. An-Na'im, Abdullahi Ahmed, ed. *Human Rights in Cross-Cultural Perspectives.* Philadelphia: University of Pennsylvania Press, 1991.
5. Brownlie, Ian, ed. *Basic Documents on Human Rights.* Oxford: Clarendon Press, 1992.
6. Lingat, Robert. *The Classical Law of India.* Translated by J. D. M. Derrett. Berkeley: University of California Press, 1973.
7. Subramanian, S. *Human Rights: International Challenges.* Delhi: Manas, 1997.
8. Chesterman, Simon. *Just War or Just Peace? Humanitarian Intervention and International Law.* Oxford: Oxford University Press, 2001.
9. Olivelle, Patrick. *Dharmasūtras: The Law Codes of Āpastamba, Gautama, Baudhāyana, and Vasiṣṭha.* Delhi: Motilal Banarsidass, 2000.
10. United Nations. *A More Secure World: Our Shared Responsibility.* Report of the High-Level Panel on Threats, Challenges, and Change. New York: United Nations, 2004.
11. Olivelle, Patrick. *Manu's Code of Law: A Critical Edition and Translation of the Mānava-Dharmaśāstra.* New York: Oxford University Press, 2005.
12. Ratner, Steven R., and Jason Abrams. *Accountability for Human Rights Atrocities in International Law.* Oxford: Oxford University Press, 2009.
13. Donelly, Jack. *Universal Human Rights in Theory and Practice.* Ithaca, NY: Cornell University Press, 2013.
14. Olivelle, Patrick. *A Dharma Reader: Classical Indian Law.* New York: Columbia University Press, 2019.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

**Minor 3.A.5: Rethinking Social Sciences: An Indic Perspective**

**Course Objectives:**

1. Provide an overview of the evolution of social sciences and their emergence in the West.
2. Introduce indigenous categories of social organization, ethics, and governance.
3. Familiarize students with key Indian thinkers and knowledge systems relevant to society.
4. Critique the colonial and postcolonial shaping of Indian academia.

**Learning Outcomes:**

After completing of the course, students will:

1. Identify and use Indian categories (e.g., Dharma, Jāti, Ṛta, Puruṣārtha) in understanding society.
2. Critically assess the colonial legacy in Indian academia and institutions.
3. Recognize and engage with Indian knowledge systems and texts.
4. Develop comparative insights between Western disciplines and Indian thought traditions.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.5 | Rethinking Social Sciences: An Indic Perspective | 3 | 1 | 0 | 04 |

**Details of Course:**

**Unit I Social Sciences: Western Origins and Critiques. Credit 1**

- Birth of disciplines in the West – Sociology, Political Science, Anthropology, etc.
- Enlightenment and Positivism.
- Individualism, Rationalism, and Modernity.
- Critique of Western "Universals" and Eurocentrism.
- How the West studies Indian society.

**Unit II Indigenous Social Thoughts and Institutions. Credit 1**

- Understanding Indian social thoughts: Puruṣārthas, Varṇa, Āśrama.
- Society as Cosmos: Ṛta and Dharma, harmony, and interdependence.
- Indian knowledge traditions through textual evidences – *Aṣṭādhyāyī*, *Dharmashāstra*, *Kāvyas.*
- Introduction to Indian thinkers: Kautilya, Swami Vidyaranya, Sri Aurobindo, Tagore, Dharampal, etc.

**Unit III Introduction to Indian Society. Credit 1**

- Fundamental units of Indian society: Family, Gurukula, and Temple.

- Family as the basic unit: joint families, intergenerational roles.
- Gurukula: role in society, Guru-śiṣya Paramparā, holistic education.
- Temple as a civilizational centre: socio-cultural, educational, and economic functions.

**Unit IV Rethinking Disciplines Through Indic Lens. Credit 1**

- Role of family, community, ritual, and cosmos in understanding society.
- Can we have Indian Sociology, Indian Anthropology, Indian Political Science?
- Understanding the cultural fabric of India as the base for developing Indian social sciences.
- Pathways for decolonizing education and curriculum.

**Essential/Recommended Readings:**

1. S.N. Balagangadhara, *The Heathen in His Blindness*
2. Edward Said, *Orientalism*
3. Dharampal, *The Beautiful Tree.*

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

**Minor 3.A.6: Sociology in the Pre-Common Era: Comparative Civilizational Perspectives**

**Course Objectives:**

1. Introduce students to early sociological ideas in major world civilizations.
2. Examine how ancient societies understood social order, ethics, governance, and roles.
3. Analyze foundational texts and thinkers from India, Greece, and China.
4. Identify similarities, contrasts, and enduring ideas across civilizations.
5. Foster critical engagement with classical social thought in relation to modern concerns.

**Learning Outcomes:**

After completing of the course, students will:

1. Describe core social institutions and values in Indian, Greek, and Chinese civilizations.
2. Analyze ancient texts with a sociological lens.
3. Compare different models of order, hierarchy, justice, and knowledge.
4. Reflect on the pre-modern roots of modern sociological concepts.
5. Apply civilizational insights to contemporary issues in society and governance.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.6 | Sociology in the Pre-Common Era: Comparative Civilizational Perspectives | 3 | 1 | 0 | 04 |

**Details of Course:**

**Unit I Society in Early Indian Civilization: Vedic and Post-Vedic Periods. Credit 1**

- Kinship and ritual order in Ṛgvedic society.
- Varṇa, Āśrama, and Dharma: social organization and life stages.
- Family and education in Vedic societies.
- Reflection from Pāṇini's times: societal studies.
- Social codes of conduct: Dharmasūtras and Dharmaśāstras.

**Unit II Classical Greek Society. Credit 1**

- The Polis: political and social thought in Athens and Sparta.
- Concepts of citizenship and slavery.
- Philosophical visions of society: Plato and Aristotle.
- Family, education, and women in Greek society.
- Ethics, justice, and hierarchy.

**Unit III Early Chinese Sociological Thought. Credit 1**

- Social harmony through Li (ritual), Ren (humaneness), and filial piety in Confucianism.

- Daoism: society through spontaneity, nature, and balance.
- Legalism and state control: Han Feizi's vision of order.
- Family, kinship networks, and education.
- Hierarchy and social responsibility.

**Unit IV Comparative Insights and Contemporary Relevance. Credit 1**

- Comparing Indian, Greek, and Chinese frameworks: ethics, order, education, and authority.
- Common civilizational themes: family, duty, hierarchy, and justice.
- Legacy of ancient thought in shaping identity, gender, and governance today.
- Are modern sociological categories sufficient to understand pre-modern societies?

**Essential/Recommended Readings:**

1. Dr. Gajanan Pandey, *Paninikalin Dharma Evam Samaj*
2. Patrick Olivelle, *Dharmasutras*
3. D.D. Kosambi, *The Culture and Civilization in Ancient India*
4. Plato, *Republic*
5. Aristotle, *Politics*
6. Paul Cartledge, *Ancient Greece: A History of Eleven Cities*
7. Benjamin Schwartz, *The World of Thought in Ancient China*
8. Shmuel Eisenstadt, *Comparative Civilizations and Multiple Modernities*.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

**Minor 3.A.7: Political Thought in Sanskrit Literature**

**Course Objectives:**

1. To familiarize learners with the concept and evolution of political thought in Sanskrit literature.
2. To introduce the *Dharmaśāstra* texts as foundational sources of Indian political philosophy.
3. To acquaint students with the various dimensions of Sanskrit political thought and the institutions of polity reflected in classical texts.
4. To underline the contributions of the *Vedic Saṁhitās*, *Mahābhārata*, *Purāṇas*, *Kautilya's Arthaśāstra* and *Nītiśāstra* in shaping the tradition of Sanskrit political thought.
5. To describe the nature and classifications of the state as found in the *Smriti* literature.
6. To highlight the key theories of ancient Indian polity, including *Saptāṅga*, *Maṇḍala*, *Ṣāḍguṇya*, *Caturvidha Upāya* and related concepts.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Give introduction to the concept of political thought in Sanskrit literature.
2. Describe the fundamental concepts of Bharatiya political thoughts discussed in ancient Sanskrit texts.
3. List the prominent texts pertaining to the Bharatiya political thought in Sanskrit including Vedas, Mahābhārata, Purāṇas, Arthaśāstra and Nītiśāstra.
4. Spread awareness about focal aspects of Bharatiya political thoughts and institutions of polity.
5. Evaluate the contribution of Smriti literature in shaping the Bharatiya political thought in Sanskrit.
6. Write short notes upon the Sanskrit political thoughts described in Saptāṅga, Maṇḍala, Ṣāḍguṇya, Chaturvidha Upāy etc.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical | |
| Minor 3.A.7 | Political Thought in Sanskrit Literature | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Name and Sources of Ancient Bharatiya Political Thought. Credit 1**

- Various Names of Ancient Bharatiya Political Treatises:
  - Daṇḍanīti
  - Arthshastra
  - Dharmaśāstra
  - Rajshastra
  - Nītiśāstra
- Sources of Ancient Bharatiya Political Thought:

- Vedic Literature
- Rāmāyaṇa
- Mahābhārata
- Purāṇa
- Dharmaśāstra
- Nītiśāstra

- Prominent Bharatiya Political Thinkers:
  - Manu
  - Śukrācārya
  - Kautilya
  - Kāmandaka
  - Somadeva Suri

**Unit II Nature and types of the state. Credit 1**

- Nature of the State (Arthaśāstra (6.1) (Manusmṛti 9.294)
- Types of the State – (Aitreya Brāhmaṇa 8.3.13-14; 8.4.15-16)
  - Rājya
  - Svarājya
  - Bhojya
  - Vairājya
  - Mahārājya
  - Sāmarājya

**Unit III Ancient Bharatiya Political Thought: Origin and Development. Credit 1**

- Vedic Literature –
  - Election of King by the People 'Visas' in Vedic period: (Ṛgveda 10.173;10.174) (Atharvaveda 3.4.2; 6.87.1-2)
  - Parliamentary Institutions: 'Sabhā, 'Samiti' and 'Vidatha'.

- Post Vedic literature –
  - Kautilya's concept of the Welfare State (Arthaśāstra 1.13)
  - Essential Qualities of King (Arthaśāstra 6.1.16-18)
  - Duties of King and State 'Rajadharma' (Mahābhārata, Śāntiparva 120.1-15) (Manusmṛti 7.1-15) (Śukranīti 1.1-15)
  - Constituent Elements (Somadeva's Nītivākyāmṛta 9.1.18 and, 19.1.10)

**Unit IV Cardinal Theories of Ancient Bharatiya Polity. Credit 1**

- Saptāṅga' Theory:
  - Svāmī
  - Amātya
  - Janapada
  - Pura
  - Kośa
  - Daṇḍa
  - Mitra

- ‘Maṇḍala’ Theory of Inter-state Relations.
- ‘Ṣāḍguṇya’ Policy of war and peace Diplomacy:
    - Sandhi
    - Vigraha
    - Yāna
    - Āsana
    - Saṁśraya
    - Dvaidhībhāva
- ‘Chaturvidha Upāy’ for balancing of power of state:
    - Sāma
    - Dāma
    - Daṇḍa
    - Bheda
- Three types of State Power 'Śakti':
    - Prabhu Śakti
    - Mantra Śakti
    - Utsāha Śakti

**Essential/Recommended Readings/Texts:**


1. Wilson, H. H. (Trans.), (1946), *Ṛgveda Saṃhitā* (6 Vols.), Bangalore : Printing & Publishing Co.
2. Shastri, H. P., (1952–1959), *Mahabharata* (7 Vols.), London.
3. Belvalkar, S. K., (1954), *Mahabharata: Śānti Parvam,* Poona : Bhandarkar Oriental Research Institute.
4. Gharpure, J. R., (1956), *Teaching of Dharmashastra,* Lucknow : Lucknow University.
5. Ghosal, U. N., (1959), *A History of Bharatiya Political Ideas,* Bombay.
6. Kangale, R. P. (Ed.), (1965), *Arthashastra of Kautilya,* Delhi : Motilal Banarsidass.
7. Jayaswal, K. P., (1967), *Hindu Polity,* Bangalore.
8. मिश्र, ब्रह्मशंकर, (1968), *शुक्रनीति (हिन्दी अनुवाद),* वाराणसी : चौखम्भा संस्कृत सीरीज।
9. Altekar, A. S., (1973), *State and Government in Ancient India,* Delhi : Motilal Banarsidass.
10. दीक्षित, प्रेमकुमारी, (1977), *प्राचीन भारत में अन्तरराष्ट्रीय सम्बन्ध,* लखनऊ : उत्तर प्रदेश हिन्दी ग्रन्थ अकादमी।
11. Griffith, R. T. H. (Trans.), (1896–1897/1968), *Atharvaveda Samhita* (2 Vols.), Reprint, Bangalore.
12. Olivelle, P. (Ed. & Trans.), (2006), *Manu's Code of Law: A Critical Edition and Translation of the Manava-Dharamashastra,* New Delhi : Oxford University Press.
13. नाटाणी, प्रकाश नारायण, (2002), *प्राचीन भारत में राजनीतिक विचारक,* जयपुर : पोइन्टर पब्लिशर्स।
14. तिवारी, शशि, (2013), *संस्कृत साहित्य में राष्ट्रवाद एवं भारतीय राजशास्त्र,* दिल्ली : विद्यानिधि प्रकाशन।
15. Bhandarkar, D. R., *Some Aspects of Ancient Bharatiya Hindu Polity,* Banaras Hindu University.
16. गैरोला, वाचस्पति, *कौटिल्य अर्थशास्त्र,* वाराणसी।
17. गणपति शास्त्री, टी. (सम्पा.), *कौटिल्य अर्थशास्त्र, संस्कृत टीका सहित,* त्रिवेन्द्रम्।

18. शास्त्री, उदयवीर (अनुवा.), *कौटिल्यीय अर्थशास्त्र,* दिल्ली : मेहरचन्द लक्ष्मनदास।

**Additional Readings:**

1. Sinha, K. N. (1938). *Sovereignty in Ancient Bharatiya Polity.* London.
2. Verma, V. P. (1954). *Studies in Hindu Political Thought and its Metaphysical Foundations.* Delhi.
3. Law, N. S. (1960). *Aspect of Ancient Bharatiya Polity.* Calcutta.
4. Saletore, B. A. (1963). *Ancient Bharatiya Political Thought and Institutions.* Bombay.
5. Prasad, B. (1968). *Theory of Government in Ancient India.* Allahabad.
6. Sharma, R. S. (1996). *Aspects of Political Ideas and Institutions in Ancient India.* Delhi.
7. Maheshwari, S. R. *Local Government in India.* New Delhi: Orient Longman.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

**Minor 3.A.8: Sustainable Development and Bhāratīya Jñāna Paraṃparā**

**Course Objectives:**

1. To introduce the concept of Sustainable Development within the framework of *Bhāratīya Jñāna Paraṃparā* (Indian Knowledge Tradition).
2. To explore the philosophical, ecological and ethical dimensions embedded in traditional Indian knowledge systems.
3. To examine the integration of *Bhāratīya Jñāna Paraṃparā* with modern sustainability practices and global environmental concerns.
4. To foster critical thinking and a holistic understanding for the practical implementation of sustainable models rooted in Indian traditions.
5. To elaborate on the philosophical foundations that inform the Indian approach to sustainability and environmental harmony.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Define the Bharatiya concept of sustainability and state means of upholding it consistently.
2. Describe various dimensions of the traditional Bharatiya concept of sustainability.
3. Enlist the prominent principles that constitute the conceptual foundation of Bharatiya sustainability.
4. Identify the influence of Prakriti puja, Jal-sanrakshan, Ahimsa, Aparigraha, Animal Welfare and others in perpetuating sustainability.
5. Expose the role of nature conservation movements like Chipko, Bishnoi, Sacred groves and so and their place in ensuring sustainability.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.8 | Sustainable Development and Bhāratīya Jñāna-paraṃparā | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Understanding Sustainable Development.** **Credit 1**

- Definition, Origin and Evolution
- Key concepts:
  - Environment
  - Economy
  - Equity
  - Ethics
- United Nations Sustainable Development Goals (UN-SDGs)

- Challenges to sustainability:
  - Climate change
  - Inequality
  - resource depletion.

**Unit II Philosophical Foundations in Bharateeya Jnana Parampara. Credit 1**

- Concepts of *Ṛta*, *Dharma*, *Yajña* and *Loka-saṅgraha.*
- Environmental ethics in the Vedas, Upanishads and Smṛti texts.
- Non-anthropocentric worldviews:
  - *Sarvaṃ Khalvidaṃ Brahma.*
  - *Vasudhaiva Kutumbakam.*
- Ahimsa and interconnectedness in Jainism and Buddhism

**Unit III Ecology and Sustainability in Classical Texts and Practices. Credit 1**

- Environmental consciousness in Itihasa-Purana literature
- Traditional water management, Agriculture and Architecture:
  - Stepwells
  - Vṛkṣāyurveda
  - Vāstu
- Indigenous practices in forest conservation and animal welfare
- Case studies:
  - Bishnoi Movement
  - Chipko
  - Sacred groves

**Unit IV Synthesizing BGP and Modern Sustainability Models. Credit 1**

- Gandhian thought and sustainable development.
- Integral humanism (Deendayal Upadhyay) and holistic development.
- National Education Policy (NEP 2020) and promotion of BGP for sustainability.
- Re-imagining education, economics and governance through Indic frameworks.

**Essential/Recommended Readings/Texts:**


1. Kapoor, K. (2005). *Indian Knowledge System*. New Delhi: D. K. Printworld (P) Ltd.
2. MHRD, Govt. of India. (2020). *NEP 2020*.
3. Balasubramanian, D., et al. (2002). *Traditional Ecological Knowledge for Managing Biosphere Reserves in South and Central Asia*.
4. Radhakrishnan, S. (1923). *Indian Philosophy* (Vol. I & II). London: George Allen & Unwin LTD., Ruskin House; New York.
5. Shiva, V. (2009). *Staying Alive: Women, Ecology and Development*. Women Unlimited.
6. Chandra, L. (1990). *Cultural Horizons of India*. Delhi: Aditya Prakashan.
7. Chattopadhyaya, D. P. (Ed.). (2002). *History of Science, Philosophy and Culture in Indian Civilization* (Vols. on *Nature and Culture*). India: Centre for Studies in Civilization.
8. Gandhi, M. K. (1933). *Hind Swaraj*. Ahmedabad: Navajivan Publishing House.
9. Upadhyay, D. (2014). *Integral Humanism*. Delhi: Hindi Sahitya Sadan.

10. Debroy, B. (Ed.). (2019). *The Bhagavad Gita for the Modern World*. UK: Penguin Classics.

**Additional Readings:**

1. उपध्यायः बलदेवः, (2010), *वैदिक साहित्य और संस्कृति*, वाराणसी : शारदा संस्थान।
2. उपध्यायः बलदेवः, *संस्कृत वाङ्मय का बृहद् इतिहास*, *प्रथम भाग (वेद)*, लखनऊ : उत्तर प्रदेश संस्कृत संस्थान।

# FOURTH YEAR: MINOR PAPERS

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

**Minor 4.A.1: Stature of Women in Indian Society: Ancient to Modern Era**

**Course Objectives:**

1. Trace the evolving roles, rights, and representations of women in Indian society across different historical periods.
2. Explore the socio-religious, cultural, political, and economic contexts that shaped women's status from ancient times to the present.
3. Critically examine primary sources, classical texts, and reform movements impacting women's lives.
4. Analyze colonial and post-colonial narratives around women in India.
5. Encourage students to connect historical understanding with contemporary gender discourse.

**Learning Outcomes:**

After completing of the course, students will:

1. Identify significant shifts in the position of women in ancient, medieval, and modern India.
2. Analyze classical texts and historical records to assess women's status and contributions.
3. Understand the interaction of tradition, reform, colonialism, and nationalism in shaping women's roles.
4. Reflect critically on the present-day status of women using historical and cultural insights.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Minor 4.A.1 | Stature of Women in Indian Society: Ancient to Modern Era | 3 | 1 | 0 | 04 |

**Details of Course:**

**Unit I Women in Ancient India: Vedic to Classical Period.** **Credit 1**

- Women in the Vedas and Upanishads: education, agency, and participation.
- Women in epics: *Ramayana*, *Mahabharata*, and their layered portrayals.
- Role of women in religious and philosophical traditions: Ṛṣikās, Brahmavādinīs.
- Normative roles in Dharmaśāstra literature: expectations and limitations.

**Unit II Women in Medieval India.** **Credit 1**

- Bhakti movement and emergence of female voices: Mirabai, Akka Mahadevi, Lal Ded.
- Influence of Islamic rule and the emergence of purdah and seclusion.
- Social customs and challenges: child marriage, Sati, restriction of education.

- Women's participation in arts, literature, and administration.

**Unit III Women in Colonial and Nationalist Discourses. Credit 1**

- Colonial constructions of Indian womanhood: the "oppressed" native woman.
- Social reform movements: Raja Ram Mohan Roy, Vidyasagar, Savitribai Phule.
- Role of women in the freedom movement: Sarojini Naidu, Annie Besant, Aruna Asaf Ali.
- Negotiating tradition and modernity: education, suffrage, legal reforms.

**Unit IV Women in Modern India: Progress and Challenges. Credit 1**

- Post-independence legal frameworks: constitutional rights, gender equality
- Women in politics, education, and public life
- Gender-based violence and resistance movements
- Intersectionality: caste, class, region, and religion

**Essential/Recommended Readings:**

1. Chaudhuri, J. B. (1956). *Sanskrit Poetesses Part A.*
2. Chaudhuri, Jatindra Bimal. *The Position of Women in the Vedic Ritual.* Originally published 1956; reprint New Delhi: Asian Educational Services, 2012.
3. Pejathaya, R., & Venkat, V. (Eds.). (2022). *Adi Shakti: Philosophy and Narratives of the Feminine Divine.* Chinmaya International Publications.
4. Altekar, A. S. *The Position of Women in Hindu Civilization.*
5. Geraldine Forbes. *Women in Modern India.*
6. Uma Chakravarti. *Gendering Caste through a Feminist Lens.*
7. Laxmi Murthy (Ed.). *Our Pictures, Our Words: A Visual Journey Through the Women's Movement.*
8. Ramakrishna Pejathaya & Naveen Bhat. (Eds.). *Women's Writings in Sanskrit* (in press).
9. Selections from *Bhakti Literature.*
10. Government and legal documents related to gender rights. *

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

**Minor 4.A.2: Tantrayukti: Classical Methods for Organizing Thought and Discourse**

**Course Objectives:**

1. Develop a foundational understanding of Indian textual methodology.
2. Explore the building blocks and logical devices used in classical text construction.
3. Introduce Tantrayuktis as a tool for interdisciplinary application.
4. Identify defects and merits in textual or content creation through classical criteria.
5. Encourage critical application of ancient Indian frameworks in contemporary domains.

**Learning Outcomes:**

After completing of the course, students will:

1. Decode and apply Tantrayukti-based structures in classical and modern texts.
2. Evaluate academic, journalistic, or legal content using Indian epistemological tools.
3. Enhance clarity, precision, and rigor in writing and argumentation.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Minor 4.A.2 | Tantrayukti: Classical Methods for Organizing Thought and Discourse | 02 | 01 | 01 | 04 |

**Details of Course:**

**Unit I Organization of Knowledge in Indian Tradition. Credit 1**

- Importance of organizing knowledge for preservation and transmission
- Types of Sanskrit texts and their structure: Sūtra, Bhāṣya, Vārttika, Kārikā, Vyākhyā
- Seeds of thoughts: Vṛtti, Praśna, Uttara, Adhikaraṇa
- Hypothesis framing: Pañcāvayava-vākya
- Tools for defining scope and theme: Tatparyanirṇaya, Doṣas like Avyāpti

**Unit II Introduction to Tantrayukti: History, Components and Purpose. Credit 1**

- Definition and function of Tantrayukti
- Key categories: Tantrasampat (foundational devices), Tantraguṇa (positive traits), Tantradoṣa (textual flaws)
- Historical application in disciplines: Arthaśāstra, Ayurveda, Purāṇas, Tantraśāstras
- Evidence of usage in Tamil traditions (1900+ years)

**Unit III Tantrayuktis: Categorization and Definitions. Credit 1**

- Classification: 32 to 36 Tantrayuktis
- Thematic categorization:
    1. Content creation – 11 Yuktis
    2. Structural organization – 12 Yuktis
    3. Language refinement – 9 Yuktis

- Detailed study of selected Yuktis with examples from various texts

**Unit IV Modern Relevance and Application. Credit 1**

- Applying Tantrayuktis to contemporary writings: journalism, academic papers, legal documents
- How Tantrayukti can inform public policy, content moderation, and ethics
- Integrating ancient logic into curriculum design and pedagogy
- Possibilities for a global methodology
- Scope for further research and innovation

**Essential/Recommended Readings:**

1. Dharampal, *The Beautiful Tree*
2. [Further readings to be assigned based on instructor preference]

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

**Minor 4.A.3: Civilization and Society in India: A Case Study of Vijayanagara**

**Course Objectives:**

1. Introduce students to the historiographical value of Vijayanagara in Indian history.
2. Understand the caste/varna structure in a functioning Indian polity.
3. Explore systems of traditional education in pre-modern India.
4. Examine the status and roles of women in the Vijayanagara society.
5. Critically address and counter common modern narratives using primary sources and scholarly interpretations.

**Learning Outcomes:**

After completing of the course, students will:

1. Analyze historical structures within the Vijayanagara Empire with reference to caste, education, and gender.
2. Evaluate primary and secondary sources related to Indian history.
3. Engage with historiographical debates about caste and gender in India.
4. Reflect on how historical narratives are constructed and sometimes distorted in modern public discourse.
5. Develop a grounded, evidence-based understanding of Indian civilizational values and institutions.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Minor 4.A.3 | Civilization and Society in India: A Case Study of Vijayanagara | 3 | 1 | 0 | 04 |

**Details of Course:**

**Unit I Varna in the Vijayanagara Empire.** **Credit 1**

- Administrative and social structure of Vijayanagara.
- Varna vs. Jati vs. Caste: Terminology and practical distinctions.
- Role of Brahmins, Kshatriyas, Vaishyas, and Shudras in the empire.
- Temples, rituals, and social mobility.

**Unit II Education and Knowledge Systems in Vijayanagara.** **Credit 1**

- Education through temples, Mathas and Gurukulas.
- Patronage of scholars and poets.
- Case study: Swami Vidyaranya (Madhavacharya) and his role in formation of the empire.
- Centres of learning and their societal role.

**Unit III Position of Women in Vijayanagara.** **Credit 1**

- Women in political and royal role.
- Women's participation in arts, temple service and scholarship.
- Case studies- Gangadevi, Tirumalamba and Mohanangi.
- Devadasi tradition: Preservers of art in Vijayanagara vs. Modern interpretation.

**Unit IV Revisiting Historical Narratives through Vijayanagara. Credit 1**

- Deconstructing popular narratives – caste rigidity, women oppression and lack of education.
- Vijayanagara as a counter example to popular narratives.
- Role of history in shaping civilizational identity.
- Drawing insights from the case study of Vijayanagara – the problem with written histories.

**Essential/Recommended Readings/Texts:**


1. Sewell, R. (1900). *A Forgotten Empire: Vijayanagar — A Contribution to the History of India*. London: Swan Sonnenschein & Co.
2. Nilakanta Sastri, K. A. (1955). *A History of South India from Prehistoric Times to the Fall of Vijayanagar*. Madras: Oxford University Press.
3. Rangaswami, N. (1960). *Studies in the History of the Vijayanagar Empire*. Madras: University of Madras.
4. Mahalingam, T. V. (1969). *Administration and Social Life under Vijayanagar*. Madras: University of Madras.
5. Rao, V. N., Shulman, D., & Subrahmanyam, S. (1992). *Textures of Time: Writing History in South India, 1600–1800*. New Delhi: Permanent Black.
6. Eaton, R. M. (2005). *A Social History of the Deccan, 1300–1761: Eight Indian Lives*. Cambridge: Cambridge University Press.
7. Wagoner, P. B. (2007). *Power, Memory, Architecture: Contested Sites on India's Deccan Plateau, 1300–1600*. Delhi: Oxford University Press.
8. Sinopoli, C. M. (2015). *The Archaeology of the Vijayanagara Empire*. Delhi: Manohar Publishers.
9. Pollock, S. (Ed.). (2016). *The Language of the Gods in the World of Men: Sanskrit, Culture, and Power in Premodern India*. Delhi: Permanent Black.


**Additional Readings:**


1. Rama Rao, C. H. (1936). *Vijayanagara: A Forgotten Empire*. Madras: Annamalai University.
2. Nilakanta Sastri, K. A., & Srinivasachari, G. S. (Eds.). (1952). *Further Sources of Vijayanagara History* (Vols. 1–3). Madras: University of Madras.
3. Verghese, A. (1995). *Religious Traditions at Vijayanagara: As Revealed Through Its Monuments*. New Delhi: Manohar Publishers.
4. Rao, V. N. (1997). *Symbols of Substance: Court and State in Nayaka Period Tamilnadu*. Delhi: Oxford University Press.
5. Wagoner, P. B. (1999). *Sultan among Hindu Kings: Dress, Titles, and the Islamicization of Hindu Culture at Vijayanagara*. *Journal of Asian Studies*, 55(4), 851–880.
6. Stein, B. (1990). *Vijayanagara*. Cambridge: Cambridge University Press.
7. Altekar, A. S. (1999). *The Position of Women in Hindu Civilization: From Prehistoric Times to the Present Day*. Delhi: Motilal Banarsidass.

8. Seshan, R. (2012). *Vijayanagara: The Making of a Metropolis*. Delhi: Primus Books.
9. Davis, R. H. (2015). *Lives of Indian Images*. Princeton: Princeton University Press.
10. Subrahmanyam, S. (2019). *Europe's India: Words, People, Empires, 1500–1800*. Harvard: Harvard University Press.

**Suggested Primary Sources and Translations:**

1. *Madhavacharya (Swami Vidyaranya).* (14th Century). *Panchadashi*. Various modern editions: Delhi: Motilal Banarsidass.
2. *Gangadevi.* (14th Century). *Madhura Vijayam* (edited & translated by R. Sathyanarayana, 1982). Bangalore: Directorate of Kannada and Culture.
3. *Tirumalamba.* (15th Century). *Varadambika Parinayam* (critical edition by K. Rangachari, 1958). Madras: University of Madras.
4. *Epigraphia Indica* (Vols. 1–40). (1892–1975). New Delhi: Archaeological Survey of India.
5. *Annual Reports on Indian Epigraphy* (various years). New Delhi: Archaeological Survey of India.

## Double Major Program

# B.A. Hons.
# Sanskrit and
# Travel & Tourism

# Learning Outcomes-based Curriculum Framework For UG Double Major Program in Sanskrit and Travel & Tourism 2025

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# INTRODUCTION OF THE PROGRAM

B.A. Hons. (Travel & Tourism) is an interdisciplinary undergraduate program that combines the rich literary, linguistic, and philosophical heritage of Sanskrit with the dynamic and evolving field of Travel and Tourism. This program is designed to offer students a strong foundation in classical Sanskrit literature, grammar, philosophy, and cultural studies while simultaneously providing applied knowledge and skills in the tourism industry.

Through a blend of traditional and modern subjects—including Sanskrit epics, Indian aesthetics, comparative literature, heritage management, eco-tourism, event management, and communication skills—students gain both academic depth and vocational competence. The program emphasizes practical application through translation, interpretation, cultural tourism, and travel writing, making it ideal for students interested in heritage, culture, and language-based professions.

# OBJECTIVES OF THE PROGRAM

The B.A. Hons. (Travel & Tourism) program aims to:

1. **Preserve and Promote Sanskrit** by providing in-depth knowledge of its literature, language structure, and philosophical traditions.
2. **Develop Language Proficiency** in both Sanskrit and English, enabling students to translate, interpret, and write effectively.
3. **Introduce Travel and Tourism Concepts** relevant to India's cultural and ecological diversity, including heritage tourism and eco-tourism.
4. **Equip Students with Practical Skills** such as communication, academic writing, event management, and tour guiding.
5. **Foster Interdisciplinary Understanding** between classical knowledge systems and contemporary tourism practices.
6. **Cultivate Cultural Sensitivity and Heritage Awareness** to prepare students for roles in cultural preservation and tourism-based development.
7. **Encourage Research and Critical Thinking** through textual analysis, manuscriptology, and comparative studies.
8. **Prepare for Competitive and Professional Fields**, including heritage tourism, academia, translation, journalism, and civil services.

# OUTCOMES OF THE PROGRAM

After the completion of the B.A. Hons. (Travel & Tourism) program, Students will be able to:

**Demonstrate Proficiency in Sanskrit Language and Literature**

Understand, analyze, and interpret a wide range of Sanskrit texts, including epics, philosophical treatises, dramas, and Vedic literature.

**Apply Knowledge of Indian Culture and Heritage**

Critically appreciate the depth of Indian cultural traditions, art forms, rituals, and philosophies as expressed through Sanskrit.

**Understand and Apply Tourism Principles**

Possess foundational and applied knowledge of travel, tourism operations, tourism resources, and management practices, particularly in the Indian context.

**Communicate Effectively Across Languages and Cultures**

Translate and interpret texts between Sanskrit and English with accuracy, and communicate effectively with diverse audiences, including tourists.

**Work in the Travel and Heritage Sectors**

Utilize skills in tour guiding, event planning, cultural preservation, and travel writing to work in tourism, government, or cultural sectors.

**Demonstrate Interdisciplinary Competence**

Integrate classical Sanskrit knowledge with modern tourism concepts, contributing to fields such as cultural tourism, heritage education, and sustainable development.

**Conduct Research and Critical Inquiry**

Engage in academic research using traditional texts and modern methods (e.g., manuscriptology, textual criticism, computational linguistics).

**Pursue Lifelong Learning and Professional Growth**

Be equipped to pursue higher studies, competitive exams, or professional training in Sanskrit, tourism, education, or related fields.

# PROGRAM OUTCOME MAPPING FOR MAJOR COURSES

| Course Name | Rootedness | IKS | Futuristic | Employability | Value, Skill and Multidisciplinary | Disciplinary Knowledge | Difficulty Level |
|---|---|---|---|---|---|---|---|
| Introduction to Sanskrit Language and Grammar | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| History of Sanskrit Literature | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Foundations of Sanskrit Epic Literature and the Bhagavad Gītā | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Comparative Literature: Sanskrit and Other Classical Literature | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Introduction to Tourism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Tourism Principles and Practices | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Cultural Tourism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit and Indian Cultural Heritage | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Indian Philosophy: Overview | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Indian Aesthetics and Art | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Puranic Literature and Its Impact | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Eco Tourism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| International Tourism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Religious Tourism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Vedic Texts and Their Interpretations | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Classical Sanskrit Drama | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Kavya (Poetry) Literature | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Advanced Sanskrit Grammar (Vyakarana) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Translation: Sanskrit to English and Vice Versa | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sustainable Tourism Development | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Tourism Resource Management | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Tour Guide Training | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Study of Sanskrit Texts in the Context of Indian Epistemology | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| A Comparative Sanskrit Literature | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Philosophy of Yoga and Meditation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Religious Texts and Rituals in Sanskrit | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Introduction to Nāṭyaśāstra | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Introduction to Travel Technology | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Tourism Economics and Policy | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Tourism Risk and Safety Management | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Advanced Sanskrit Literary Texts | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Sanskrit Linguistics | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit Manuscripts and Paleography | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit Drama and Its Influence on World Theatre | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Culinary Tourism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Heritage and Cultural Preservation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Event Management in Tourism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit Texts on Law and Ethics | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| A Translation and Interpretation (with focus on Nāṭyaśāstra) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit Writing Skills | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Cultural Studies | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Destination Planning and Development | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Tourism Entrepreneurship and Start-up Management | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Digital Marketing and E-Tourism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit for Competitive Exams | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit in Modern India | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Indian Philosophy and Culture | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| A Sanskrit in Computational Linguistics | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Advanced Textual Analysis and Critical Thinking | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Hospitality and Customer Relationship Management in Tourism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Wellness and Health Tourism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Tourism Risk and Safety Management | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Ayurveda and Sanskrit | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit for Translation of Sacred Texts | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| A Research Methodology in Sanskrit | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit Aesthetics and Rasa Theory | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Translation and Literary Criticism in Sanskrit | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Tourism Analytics and Data Management | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Travel Writing and Journalism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Adventure Tourism Management | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

# PROGRAM OUTCOME MAPPING FOR MINOR COURSES

| Course Name | Rootedness | IKS | Futuristic | Employability | Value, Skill and Multidisciplinary | Disciplinary Knowledge | Difficulty Level |
|---|---|---|---|---|---|---|---|
| Introduction to Tourism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Tourism Principles and Practices | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Cultural Tourism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Eco Tourism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| International Tourism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Religious Tourism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sustainable Tourism Development | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Tourism Resource Management | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Tour Guide Training | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Culinary Tourism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Heritage and Cultural Preservation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Event Management in Tourism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Travel Writing and Journalism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Adventure Tourism Management | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

# POOL OF MAJOR COURSES

| S.No. | | Course Title | Course Credit | Course Level |
|---|---|---|---|---|
| | FIRST YEAR MAJOR COURSES | **Sanskrit Majors** | | |
| 1 | | Major 1.1: Introduction to Sanskrit Language and Grammar | 4 | 100-199 |
| 2 | | Major 1.2: History of Sanskrit Literature | 4 | 100-199 |
| 3 | | Major 1.3: Foundations of Sanskrit Epic Literature and the Bhagavad Gītā | 4 | 100-199 |
| 4 | | Major 1.4: Comparative Literature: Sanskrit and Other Classical Literature | 4 | 100-199 |
| | | **Tourism Majors** | | |
| 5 | | Major 1.5: Introduction to Tourism | 4 | 100-199 |
| 6 | | Major 1.6: Tourism Principles and Practices | 4 | 100-199 |
| 7 | | Major 1.7: Cultural Tourism | 4 | 100-199 |
| | | **Sanskrit Majors** | | |
| 8 | | Major 1.8: Sanskrit and Indian Cultural Heritage | 4 | 100-199 |
| 9 | | Major 1.9: Indian Philosophy: Overview | 4 | 100-199 |
| 10 | | Major 1.10: Indian Aesthetics and Art | 4 | 100-199 |
| 11 | | Major 1.11: Puranic Literature and Its Impact | 4 | 100-199 |
| | | **Tourism Majors** | | |
| 12 | | Major 1.12: Eco Tourism | 4 | 100-199 |
| 13 | | Major 1.13: International Tourism | 4 | 100-199 |
| 14 | | Major 1.14: Religious Tourism | 4 | 100-199 |
| | SECOND YEAR MAJOR COURSES | **Sanskrit Majors** | | |
| 15 | | Major 2.1: Vedic Texts and Their Interpretations | 4 | 200-299 |
| 16 | | Major 2.2: Classical Sanskrit Drama | 4 | 200-299 |
| 17 | | Major 2.3: Kavya (Poetry) Literature | 4 | 200-299 |
| 18 | | Major 2.4: Advanced Sanskrit Grammar (Vyakarana) | 4 | 200-299 |
| 19 | | Major 2.5: Translation: Sanskrit to English and Vice Versa | 4 | 200-299 |
| | | **Tourism Majors** | | |
| 20 | | Major 2.6: Sustainable Tourism Development | 4 | 200-299 |
| 21 | | Major 2.7: Tourism Resource Management | 4 | 200-299 |
| 22 | | Major 2.8: Tour Guide Training | 4 | 200-299 |

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|---|---|---|---|---|
| | | **Sanskrit Majors** | | |
| 23 | | Major 2.9: Study of Sanskrit Texts in the Context of Indian Epistemology | 4 | 200-299 |
| 24 | | Major 2.10: A Comparative Sanskrit Literature | 4 | 200-299 |
| 25 | | Major 2.11: Philosophy of Yoga and Meditation | 4 | 200-299 |
| 26 | | Major 2.12: Religious Texts and Rituals in Sanskrit | 4 | 200-299 |
| 27 | | Major 2.13: Introduction to Nāṭyaśāstra | 4 | 200-299 |
| | | **Tourism Majors** | | |
| 28 | | Major 2.14: Introduction to Travel Technology | 4 | 200-299 |
| 29 | | Major 2.15: Tourism Economics and Policy | 4 | 200-299 |
| 30 | | Major 2.16: Tourism Risk and Safety Management | 4 | 200-299 |
| | **THIRD YEAR MAJOR COURSES** | **Sanskrit Majors** | | |
| 31 | | Major 3.1: Advanced Sanskrit Literary Texts | 4 | 300-399 |
| 32 | | Major 3.2: Sanskrit Linguistics | 4 | 300-399 |
| 33 | | Major 3.3: Sanskrit Manuscripts and Paleography | 4 | 300-399 |
| 34 | | Major 3.4: Sanskrit Drama and Its Influence on World Theatre | 4 | 300-399 |
| | | **Tourism Majors** | | |
| 35 | | Major 3.5: Culinary Tourism | 4 | 300-399 |
| 36 | | Major 3.6: Heritage and Cultural Preservation | 4 | 300-399 |
| 37 | | Major 3.7: Event Management in Tourism | 4 | 300-399 |
| | | **Sanskrit Majors** | | |
| 38 | | Major 3.8: Sanskrit Texts on Law and Ethics | 4 | 300-399 |
| 39 | | Major 3.9: A Translation and Interpretation (with focus on Nāṭyaśāstra) | 4 | 300-399 |
| 40 | | Major 3.10: Sanskrit Writing Skills | 4 | 300-399 |
| 41 | | Major 3.11: Cultural Studies | 4 | 300-399 |
| | | **Tourism Majors** | | |
| 42 | | Major 3.12: Destination Planning and Development | 4 | 300-399 |
| 43 | | Major 3.13: Tourism Entrepreneurship and Start-up Management | 4 | 300-399 |
| 44 | | Major 3.14: Digital Marketing and E-Tourism | 4 | 300-399 |
| 45 | **FOURTH YEAR MAJOR COURSES** | **Sanskrit Majors** | | |
| | | Major 4.1: Sanskrit for Competitive Exams | 4 | 400-499 |
| 46 | | Major 4.2: Sanskrit in Modern India | 4 | 400-499 |
| 47 | | Major 4.3: Indian Philosophy and Culture | 4 | 400-499 |

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|---|---|---|---|---|
| 48 | | Major 4.4: A Sanskrit in Computational Linguistics | 4 | 400-499 |
| 49 | | Major 4.5: Advanced Textual Analysis and Critical Thinking | 4 | 400-499 |
| | | **Tourism Majors** | | |
| 50 | | Major 4.6: Hospitality and Customer Relationship Management in Tourism | 4 | 400-499 |
| 51 | | Major 4.7: Wellness and Health Tourism | 4 | 400-499 |
| 52 | | Major 4.8: Tourism Risk and Safety Management | 4 | 400-499 |
| | | **Sanskrit Majors** | | |
| 53 | | Major 4.9: Ayurveda and Sanskrit | 4 | 400-499 |
| 54 | | Major 4.10: Sanskrit for Translation of Sacred Texts | 4 | 400-499 |
| 55 | | Major 4.11: A Research Methodology in Sanskrit | 4 | 400-499 |
| 56 | | Major 4.12: Sanskrit Aesthetics and Rasa Theory | 4 | 400-499 |
| 57 | | Major 4.13: Translation and Literary Criticism in Sanskrit | 4 | 400-499 |
| | | **Sanskrit Majors** | | |
| 58 | | Major 4.14: Tourism Analytics and Data Management | 4 | 400-499 |
| 59 | | Major 4.15: Travel Writing and Journalism | 4 | 400-499 |
| 60 | | Major 4.16: Adventure Tourism Management | 4 | 400-499 |

# POOL OF MINOR COURSES

| S. No. | | Course Title | Course Credit | Course Level |
|---|---|---|---|---|
| 1 | SECOND YEAR MINOR COURSES | Minor 2.A.1: Introduction to Tourism | 4 | 100-199 |
| 2 | | Minor 2.A.2: Tourism Principles and Practices | 4 | 100-199 |
| 3 | | Minor 2.A.3: Cultural Tourism | 4 | 100-199 |
| 4 | THIRD YEAR MINOR COURSES | Minor 3.A.1: Eco Tourism | 4 | 300-399 |
| 5 | | Minor 3.A.2: International Tourism | 4 | 300-399 |
| 6 | | Minor 3.A.3: Religious Tourism | 4 | 300-399 |
| 7 | | Minor 3.A.4: Sustainable Tourism Development | 4 | 300-399 |
| 8 | | Minor 3.A.5: Tourism Resource Management | 4 | 300-399 |
| 9 | | Minor 3.A.6: Tour Guide Training | 4 | 300-399 |
| | | Minor 3.A.7: Culinary Tourism | 4 | 300-399 |
| | | Minor 3.A.8: Heritage and Cultural Preservation | 4 | 300-399 |
| 12 | FOURTH YEAR MINOR COURSES | Minor 4.A.1: Event Management in Tourism | 4 | 400-499 |
| 13 | | Minor 4.A.2: Travel Writing and Journalism | 4 | 400-499 |
| 14 | | Minor 4.A.3: Adventure Tourism Management | 4 | 400-499 |

# FIRST YEAR: MAJOR PAPERS

**Difficulty Level 100-199**

**Credits – 4**
**Hours - 60**

**SEMESTER – 1**

**(Sanskrit Majors)**

## Major 1.1: Introduction to Sanskrit Language and Grammar

**Course Objectives:**

1. To introduce students to the origin, development, and significance of the Sanskrit language.
2. To provide foundational knowledge of Sanskrit grammar and its traditional schools.
3. To enable students to connect the language to Indian cultural and intellectual traditions.
4. To strengthen students' linguistic awareness and cognitive grasp through Sanskrit grammar.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Understand the historical evolution and structure of the Sanskrit language.
2. Describe the cultural and civilizational significance of Sanskrit in India.
3. Gain introductory knowledge of Pāṇinian grammar and its linguistic precision.
4. Identify and compare the features of non-Pāṇinian grammatical traditions.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.1 | Introduction to Sanskrit Language and Grammar | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I History and Development of Sanskrit Language.** **Credit 1**

- Evolution of Sanskrit: Vedic to Classical.
- Scripts and writing systems; Phonetics and Alphabets.

**Unit II Sanskrit Language and the Identity of Bharat.** **Credit 1**

- Sanskrit in Indian knowledge systems and traditions.
- Role of Sanskrit in literature, Philosophy, Sciences.

**Unit III Sanskrit Grammar and the Pāṇinian School.** **Credit 1**

- Overview of Aṣṭādhyāyī and its methodology.
- Basic grammatical categories: Sandhi, Samāsa etc.

**Unit IV Sanskrit Grammar and the Non-Pāṇinian Schools.** **Credit 1**

- Key features of schools like Cāndra, Kātantra etc.

- Comparison with the Pāṇinian system.

**Essential/Recommended Readings/Texts:**

1. Banerjee, S. R. (1960). *A handbook of Sanskrit philology*. Kolkata: Sanskrit Pustak Bhandar.
2. Krishnamachariar, M. (1956). *History of classical Sanskrit literature*. Delhi: Motilal Banarsidass.
3. Upadhyay, B. (1975). *Sanskrit sahitya ka itihas*. Varanasi: Sharda Niketan.
4. Upadhyay, B. (2002). *Vedik sahitya aur sanskriti*. Varanasi.
5. Belvalkar, S. K. (2002). *Systems of Sanskrit grammar* (2nd ed.). New Delhi: New Bharatiya Book Corporation.

**Difficulty Level 100-199**

**Credits – 4**
**Hours - 60**

## Major 1.2: History of Sanskrit Literature

**Course Objectives:**

1. To introduce students to the historical evolution of Sanskrit literature across Vedic, classical, and modern periods.
2. To provide insight into the genres, themes, and literary forms in Sanskrit.
3. To develop awareness of the continuity and innovation in Sanskrit literary tradition through the ages.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Outline the major periods and characteristics of Vedic literature.
2. Identify the milestones and literary contributions of classical Sanskrit literature.
3. Recognize the diversity of genres in Sanskrit literary tradition.
4. Assess the trends and themes of Sanskrit literature in the modern era.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.2 | History of Sanskrit Literature | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Sanskrit Literature.** **Credit 1**

- Definition, scope, and significance
- Sources and periods of Sanskrit literature

**Unit II Overview of Vedic Literature.** **Credit 1**

- Ṛgveda, Sāmaveda, Yajurveda, Atharvaveda.
- Brāhmaṇas, Āraṇyakas, Upaniṣads.

**Unit III Milestones of Classical Sanskrit Literature.** **Credit 1**

- Itihāsa, Purāṇas, Kāvyas, Nāṭakas, Śāstras.
- Key authors: Kālidāsa, Bhāravi, Bāṇabhaṭṭa.

**Unit IV Modern Sanskrit Literature.** **Credit 1**

- Sanskrit revival movements.
- Modern poets and playwrights.
- Role of Sanskrit in contemporary India.

**Essential/Recommended Readings/Texts:**

1. Krishnamachariar, M. (1956). History of classical Sanskrit literature. Delhi: Motilal Banarsidass.
2. Shastri, Gaurinath (1965). A concise history of Sanskrit literature. Delhi: Motilal Banarsidass.
3. Upadhyay, Baldev (1975). Sanskrit sahitya ka itihas. Varanasi: Sharda Niketan.
4. Upadhyay, Baldev (2002). Vedik sahitya aur sanskriti. Varanasi.
5. Dadheech, Ramkumar (2025). Adhunik Sanskrit sahitya ka itihas. Jaipur: Hansa Prakashan.

**Difficulty Level 100-199**

**Credits – 4**
**Hours - 60**

## Major 1.3: Foundations of Sanskrit Epic Literature and the Bhagavad Gītā

**Course Objectives:**

1. To introduce students to the literary, cultural, and philosophical foundations of the Sanskrit epics - Rāmāyaṇa, Mahābhārata, and Bhagavad Gītā.
2. To examine the moral, ethical, and socio-political values embedded in these epics and their significance in shaping Indian civilization.
3. To explore diverse interpretations and regional retellings of the epics to understand their pan-Indian and global impact.
4. To develop critical thinking and interpretative skills through engagement with epic narratives, characters, and philosophical discourses.
5. To encourage the application of the Bhagavad Gītā's teachings and epic ideals in contemporary contexts, including ethics, leadership, and personal development.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Demonstrate knowledge of the historical development, structure, and literary characteristics of Sanskrit epic traditions.
2. Analyze major characters and events from the Rāmāyaṇa and Mahābhārata in relation to Dharma, justice, and moral reasoning.
3. Evaluate the philosophical teachings of the Bhagavad Gītā and their relevance to ethical decision-making and psychological well-being.
4. Compare and contrast various commentarial and cultural interpretations of epic literature, both within India and internationally.
5. Apply insights from epic literature and the Bhagavad Gītā to contemporary social, professional, and personal contexts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.3 | Foundations of Sanskrit Epic Literature and the Bhagavad Gītā | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I The World of Sanskrit Epics: Origins and Evolution. Credit 1**

- Evolution of Itihāsa and Mahākāvya traditions in Sanskrit.
- Historical and cultural background of the Rāmāyaṇa and Mahābhārata.
- Literary characteristics: narrative style, poetic structure, and aesthetics (Rasa and Alankāra).
- The concept of Dharma and human ideals in epic literature.

**Unit II The Rāmāyaṇa: Themes, Values, and Society. Credit 1**

- Major episodes and narrative flow of Vālmīki Rāmāyaṇa.
- Portrayal of Rāma, Sītā, and Hanumān as ethical archetypes.
- Concepts of kingship, family, and Maryādā-Puruṣottama.
- Interpretations of Rāmāyaṇa across cultures (Tulsidas, Kamba, and Southeast Asian traditions).
- Women and moral agency in the Rāmāyaṇa.

**Unit III The Mahābhārata: Conflict, Morality, and Wisdom. Credit 1**

- Structure and scope of the Mahābhārata as "Itihāsa-Pañcama Veda."
- Central characters: Kṛṣṇa, Arjuna, Bhīṣma, Draupadī, and Duryodhana.
- Ethical dilemmas and Dharma-saṅkaṭa in the epic narrative.
- Śānti Parva and Anuśāsana Parva: discourses on governance and ethics.
- Women, war, and justice: social and psychological perspectives.

**Unit IV The Bhagavad Gītā: Philosophy and Global Relevance. Credit 1**

- Historical context of the Bhagavad Gītā within the Mahābhārata.
- Central philosophical teachings: Karma-Yoga, Jñāna-Yoga, and Bhakti-Yoga.
- Comparative readings of Indian commentaries (Śaṅkara, Rāmānuja, Madhva).
- Reception of the Gītā in modern India and the West (Tilak, Vivekananda, Gandhi, Emerson).
- Application of Gītā's philosophy to modern life: leadership, mindfulness, and ethical decision-making.

**Essential/Recommended Readings/Texts:**

1. Kṛṣṇa Dvaipāyana Vyāsa. (1995). Bhagavad Gītā (E. H. Johnston, Trans.). Motilal Banarsidass.
2. Vyāsa. (2000). Mahābhārata (C. Rajagopalachari, Trans.). Bharatiya Vidya Bhavan.
3. Vālmīki. (2006). Rāmāyaṇa (C. Rajagopalachari, Trans.). Bharatiya Vidya Bhavan.

**Difficulty Level 100-199**

**Credits – 4**
**Hours - 60**

## Major 1.4: Comparative Literature: Sanskrit and Other Classical Literature

**Course Objectives:**

1. Introduce Comparative Literature: Familiarize students with theories and methodologies of comparative literature, particularly across classical traditions like Sanskrit, Greek, Roman, and Chinese literature.
2. Explore Sanskrit Literature: Study the Vedic, Upanishadic texts, and epics such as Ramayana and Mahabharata.
3. Examine Greek and Roman Traditions: Analyze Greek and Roman epics and tragedies, emphasizing themes such as heroism, fate, and divine intervention.
4. Apply Comparative Analysis: Develop the skill to compare literary themes, narrative techniques, and cultural contexts across classical literatures.

**Learning Outcomes:**
After the completion of the course, the students will:

1. Define Comparative Literature: Articulate key theories, methodologies, and the scope of comparative literature.
2. Analyze Sanskrit Texts: Examine and interpret key Sanskrit works, particularly epics and dramas, in their cultural and historical context.
3. Evaluate Greek and Roman Texts: Analyze Greek and Roman works, focusing on themes of heroism, fate, and the divine, and their influence on world literature.
4. Compare Literary Themes: Compare themes like heroism, fate, and morality across Sanskrit, Greek, Roman, and Chinese literatures.
5. Identify Literary Techniques: Recognize and compare narrative techniques such as use of dialogue, chorus, and metaphors across classical texts.
6. Conduct Comparative Research: Perform research and analysis on the interaction between Sanskrit and Greco-Roman traditions.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.4 | Comparative Literature: Sanskrit and Other Classical Literatures | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Comparative Literature.** **Credit 1**

- Definition and scope of comparative literature.
- History and evolution of comparative literary studies.

- Theories and methodologies in comparative literature.
- Overview of classical literatures: India, Greece, Rome, China.

**Unit II Foundations of Sanskrit Literature.** **Credit 1**

- Introduction to Vedic and Upanishadic literature.
- Role of Sanskrit in classical Indian literature and philosophy.
- Major epics: Ramayana and Mahabharata.
- Early Sanskrit drama and poetics.

**Unit III Greek and Roman Classical Literatures.** **Credit 1**

- Rise of Greek and Roman classical traditions.
- Key literary genres: epic, tragedy, and comedy.
- Thematic exploration of heroism, fate, and gods.
- Focus on works such as Homer's Iliad, Odyssey, and Virgil's Aeneid.

**Unit IV Comparative Topics.** **Credit 1**

- Philosophical ideas across cultures: Dharma vs Fate.
- Narrative techniques: Dialogue, chorus, and metaphor.
- Comparative approaches: Historical, thematic, and structuralist.
- Case studies: Interaction between Sanskrit and Greco-Roman traditions.

**Essential/Recommended Readings/Texts:**

1. **Srinivas, M. N.**, *Comparative Literature: A Critical Introduction*
2. **Raghavan, V.**, *Early Sanskrit Poetics*
3. **Raghavan, V.**, *Sanskrit Drama: Theory and Practice*
4. **Radhakrishnan, S.**, *Indian Philosophy and Greek Thought*
5. **Naik, M. K.**, *Literary Criticism: A Short History*
6. **Panikkar, K. N.**, *The Indian Tradition: A Comparative Perspective*
7. **Chaudhuri, Sukanta**, *A History of Indian English Literature*
8. **Tylor, Edward B.**, *Primitive Culture*
9. **Bloom, Harold**, *The Western Canon: The Books and School of the Ages*

**Difficulty Level**
**100-199**

**Credits – 4**
**Hours - 60**

**(Tourism Majors)**

## Major 1.5: Introduction to Tourism

**Course Objectives:**

1. To provide a foundational understanding of tourism as both an industry and a socio-cultural phenomenon.
2. To examine the diverse economic, environmental, and socio-cultural impacts of tourism.
3. To introduce the key actors and stakeholders in the tourism system.
4. To explore contemporary trends, technological innovations, and future challenges in the global tourism landscape.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Define tourism and differentiate between its various forms and categories.
2. Identify and describe the roles of various stakeholders within the tourism system.
3. Analyze the economic, socio-cultural, and environmental consequences of tourism.
4. Engage in critical discussion of contemporary trends and challenges shaping the tourism sector globally.
5. Recognize career opportunities and policy frameworks within the tourism industry.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.5 | Introduction to Tourism | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Understanding Tourism.** **Credit 1**

- Definition, scope, and significance of tourism.
- Types of tourism: Leisure, adventure, medical, business, pilgrimage, cultural, etc.
- Historical evolution of travel and tourism.
- Key concepts and terminology (e.g., tourist, excursionist, tourism product, destination)

**Unit II Tourism Systems and Stakeholders.** **Credit 1**

- Tourism system components: Demand, supply, intermediaries.
- Stakeholders in tourism: Tourists, travel agencies, tour operators, local communities, governments, NGOs.
- Role of international and national tourism organizations: UNWTO, WTTC, IATA, national tourism boards.
- Tourism policy, planning, and regulation frameworks.

**Unit III Impacts of Tourism.** **Credit 1**

- **Economic impacts**: Income generation, employment, multiplier effect, economic leakage.

- **Socio-cultural impacts**: Cultural exchange, heritage preservation, commodification, overtourism.
- **Environmental impacts**: Ecological degradation, carbon footprint, ecotourism, conservation efforts.
- Introduction to principles of sustainable tourism and responsible travel.

**Unit IV Trends and Future of Tourism. Credit 1**

- Emerging tourism markets: Asia, Middle East, Africa.
- Digital transformation: Online booking, AI in tourism, virtual tours, travel influencers.
- Crisis management in tourism: Pandemics (COVID-19), political unrest, climate change.
- Career paths in tourism: Tour management, event planning, hospitality, destination marketing.

**Essential/Recommended Readings/Texts:**

1. Jayapalan, N. (2001). *Introduction to Tourism*. Atlantic Publishers & Distributors.
2. Lickorish, L. J., & Jenkins, C. L. (2007). *Introduction to Tourism*. Routledge.
3. Hannam, K., & Diekmann, A. (2010). *Tourism and India: A Critical Introduction*. Routledge.
4. Swain, S. K. & Mishra, J. M. (2021). *Tourism: Principles and Practice*. Oxford University Press.
5. Inkson, C., & Minnaert, L. (2022). *Tourism Management: An Introduction*. Sage.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

## Major 1.6: Tourism Principles and Practices

**Course Objectives:**

1. To introduce fundamental concepts, systems, and theoretical models in tourism studies.
2. To analyze the key elements of tourism demand, supply, and motivational psychology.
3. To examine destination marketing, product development, and lifecycle management.
4. To explore issues of sustainability, capacity, and responsible tourism planning.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain foundational concepts, theories, and tourism system models.
2. Assess the dynamics of tourism demand, supply, and tourist motivation.
3. Evaluate tourism product characteristics and marketing strategies.
4. Critically analyze planning frameworks, sustainability models, and governance practices in tourism.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.6 | Tourism Principles and Practices | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Tourism Systems and Concepts. Credit 1**

- Definition, scope, and importance of tourism.
- Tourism system models: Leiper's Model, Gunn's Model.
- Factors influencing tourism systems: Economic, Socio-Cultural, Political, Environmental.
- Tourism demand and supply: Determinants, Elasticity, Seasonality.
- Tourist motivation theories:
  - Plog's Psychographic Model
  - Maslow's Hierarchy of Needs
  - Push-Pull Theory

**Unit II Tourism Marketing and Product Development. Credit 1**

- Destination marketing: 4Ps of tourism, Branding, Positioning strategies.
- Differences between tourism and consumer products: Intangibility, Perishability, Heterogeneity.
- Tourism product classification: Attractions, Amenities, Accessibility.
- Tourism product life cycle: Development, growth, maturity, decline.
- Product mix and new product development in tourism: Innovation, diversification, packaging.

**Unit III Sustainability and Tourism Challenges. Credit 1**

- Triple bottom line in tourism: Economic, environmental, and social dimensions.
- Types of carrying capacity: Physical, ecological, social, perceptual.
- Models of alternative tourism: Ecotourism, responsible tourism, slow tourism.
- Major challenges: Overtourism, leakage effect, cultural commodification.

**Unit IV Tourism Policy, Planning, and Governance. Credit 1**

- Tourism stakeholders and governance: Role of governments, NGOs, private sector.
- Planning approaches: Master planning, sustainable tourism development, community-based tourism.
- Regulatory frameworks and international guidelines: Visa policies, UNWTO standards, environmental norms.
- Global case studies in tourism governance (e.g., Bhutan, Costa Rica, Kerala Responsible Tourism Mission)

**Essential/Recommended Readings/Texts:**

1. Mishra, S. (2004). *Tourism Management: The Socio-economic and Ecological Perspective*. University Press.
2. Page, S. J. (2014). *Tourism Management*. Routledge.
3. Gade, J., & Ankathi, R. (2016). *Tourism Management: Philosophies, Principles and Practices*. Zenon Academic Publishing.
4. Fletcher, J., Fyall, A., Gilbert, D., & Wanhill, S. (2017). *Tourism: Principles and Practice*. Pearson UK.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

## Major 1.7: Cultural Tourism

**Course Objectives:**

1. To introduce the concept of cultural tourism and highlight its importance in the global and Indian tourism context.
2. To explore how culture and heritage influence tourism patterns and practices.
3. To assess the socio-economic and cultural impacts of tourism on heritage and local communities.
4. To formulate sustainable, ethical, and inclusive strategies for cultural tourism development.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Define and explain the scope and dimensions of cultural tourism.
2. Identify various cultural tourism assets, including tangible and intangible heritage.
3. Critically analyze the impacts - positive and negative of cultural tourism on societies and heritage.
4. Design strategies to promote and manage cultural tourism sustainably and responsibly.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.7 | Cultural Tourism | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Cultural Tourism.** **Credit 1**

- Definition, scope, and significance of cultural tourism.
- Categories of cultural tourists and motivational psychology.
- Key cultural tourism assets: Museums, festivals, heritage sites, crafts, and performing arts.
- Role of UNESCO and World Heritage Sites in promoting cultural tourism.

**Unit II Cultural Heritage and Tourism.** **Credit 1**

- Tangible vs. intangible cultural heritage.
- Functions of museums, galleries, and archaeological sites in tourism.
- Indigenous tourism and the importance of community-based cultural practices.
- Case studies: Kyoto (Japan), Rome (Italy), Varanasi (India)

**Unit III Impacts of Cultural Tourism.** **Credit 1**

- Economic contributions and employment generation in cultural tourism.
- Socio-cultural dynamics: Cultural exchange, commodification, identity reshaping.
- Challenges: Overtourism, loss of authenticity, heritage site degradation.
- Ethical issues: Cultural sensitivity, representation, and exploitation.

**Unit IV Sustainable Cultural Tourism Development. Credit 1**

- Best practices for conserving cultural heritage through tourism.
- Stakeholders in cultural tourism: Government, NGOs, private sector, and communities.
- Strategic marketing and branding of cultural destinations.
- Future of cultural tourism: Digital heritage, virtual reality, slow and regenerative tourism models.

**Essential/Recommended Readings/Texts:**

1. McKercher, B., & Du Cros, H. (2002). *Cultural Tourism: The Partnership between Tourism and Cultural Heritage Management*. Routledge.
2. Timothy, D. J., & Nyaupane, G. P. (Eds.). (2009). *Cultural Heritage and Tourism in the Developing World*. Routledge.
3. Timothy, D. J. (2011). *Cultural Heritage and Tourism: An Introduction (Vol. 4)*. Channel View Publications.
4. Park, H. Y. (2013). *Heritage Tourism*. Routledge.
5. Sharma, A., & Sharma, S. (2017). "Heritage Tourism in India: A Stakeholder's Perspective." *Tourism and Travelling*, 1(1), 20–33.

**Difficulty Level**
**100-199**

**Credits – 4**
**Hours - 60**

**SEMESTER – 2**
**(Sanskrit Majors)**

## Major 1.8: Sanskrit and Indian Cultural Heritage

**Course Objectives:**

1. **Understand Indian Heritage:** Explore Sanskrit's central role in shaping Indian civilization and preserving its cultural, philosophical, and artistic traditions.
2. **Study Key Texts:** Analyze major Sanskrit texts (Vedas, Upanishads, Bhagavad Gita, Ramayana, Mahabharata, and Puranas) and their influence on Indian thought and ethics.
3. **Examine Spiritual and Philosophical Concepts:** Understand core ideas such as dharma, karma, moksha, and their presentation in Sanskrit literature and Bhakti traditions.
4. **Assess Artistic and Cultural Influence:** Evaluate Sanskrit's contribution to Indian classical arts—music, dance, drama, and visual culture—as well as its regional and global impact.
5. **Explore Modern Relevance:** Examine Sanskrit's contemporary significance in education, media, and global spiritual and cultural exchanges.

**Learning Outcomes:**
After the completion of the course, the students will:

1. **Comprehend Heritage:** Explain Sanskrit's role in preserving and transmitting India's cultural and spiritual heritage.
2. **Analyze Texts:** Critically study Sanskrit scriptures and literary works to understand their cultural, philosophical, and ethical contributions.
3. **Interpret Concepts:** Demonstrate understanding of key Indian philosophical and spiritual ideas articulated in Sanskrit.
4. **Evaluate Cultural Impact:** Analyze the influence of Sanskrit on art forms, rituals, festivals, and regional languages.
5. **Relate to Modern Contexts:** Assess Sanskrit's relevance in modern education, cultural revival movements, and global thought.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.8 | Sanskrit and Indian Cultural Heritage | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Sanskrit and Indian Cultural Heritage - An Overview.** **Credit 1**

- Understanding the concept, scope, and components of Indian cultural heritage.
- Historical and cultural significance of Sanskrit in shaping Indian civilization.

- Sanskrit's interdisciplinary influence: literature, philosophy, art, and religion.
- The role of Sanskrit as a medium for preserving sacred and cultural traditions.

**Unit II Classical Sanskrit Texts and Philosophical Thought. Credit 1**

- **Vedic and Upanishadic Literature:** Foundations of Indian philosophy and spirituality.
- **Bhagavad Gita:** Ethical and philosophical teachings influencing Indian culture.
- **Epics — Ramayana & Mahabharata:** Narratives shaping values, rituals, and identity.
- **Puranas and Dharmashastra:** Cultural and social ethos reflected in Sanskrit literature.

**Unit III Sanskrit and the Arts — Literary and Performing Traditions. Credit 1**

- Sanskrit's influence on Indian classical music, dance, theatre, and visual arts.
- *Nāṭya Śāstra* and its aesthetic theory: drama, rasa, and performance.
- Study of major dramatists: Kālidāsa, Bhāsa, and Bhavabhūti.
- Cultural practices and festivals: Sanskrit's role in artistic and ritual expressions.

**Unit IV Sanskrit, Religion, and Spiritual Traditions. Credit 1**

- Role of Sanskrit in Hindu, Buddhist, and Jain rituals and philosophies.
- Importance of mantras, hymns, and temple inscriptions.
- Bhakti movement and Sanskrit devotional poetry — influence on vernacular and folk traditions.
- Integration of Sanskrit concepts (*dharma, karma, moksha*) in religious and cultural life.

**Essential/Recommended Readings/Texts:**

1. Radhakrishnan, S. (1927). *India: Its life and thought.* London: Allen & Unwin.
2. Mookerjee, R. K. (1947). *The heritage of India.* Allahabad: Indian Press.
3. Rajagopalachari, C. (1957). *The Ramayana.* Bombay: Bharatiya Vidya Bhavan.
4. Sharma, C. D. (1967). *The Indian mind: Essentials of Indian philosophy and culture.* Honolulu: University of Hawaii Press.
5. Bharata Muni. (1996). *Nāṭya Śāstra* (Trans. M. R. Kale). New Delhi: Munshiram Manoharlal Publishers.
6. Majumdar, R. C. (1990). *The culture and heritage of India.* Kolkata: Bharatiya Vidya Bhavan.
7. Raghava, M. R. (2000). *Bhakti and the Indian tradition.* [Publisher information not available].
8. Bhatt, S. R. (2010). *Sanskrit and the modern world.* [Publisher information not available].

**Difficulty Level 100-199**

**Credits – 4**
**Hours - 60**

## Major 1.9: Indian Philosophy: Overview

**Course Objectives:**

1. Understand Core Concepts: Familiarize students with the foundational concepts of Indian philosophy, including Atman, Brahman, Karma, Moksha, and Dharma.
2. Explore Major Schools: Introduce students to key schools of Indian philosophy such as Vedanta, Nyaya, and Sankhya.
3. Analyze the Influence of Buddhism and Jainism: Understand how these two philosophical systems have contributed to Indian thought.
4. Examine Modern Indian Philosophers: Explore the contributions of modern philosophers like Vivekananda, Aurobindo, and Gandhi.
5. Apply Philosophical Ideas to Contemporary Issues: Encourage students to think critically and apply philosophical ideas to modern-day challenges.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Understand Indian Philosophy: Grasp essential concepts such as Atman, Brahman, Karma, Moksha, and Dharma and their role in shaping Indian thought.
2. Explore Major Schools: Gain an understanding of Vedanta, Nyaya, and Sankhya schools, focusing on their key teachings and contributions.
3. Analyze Buddhist and Jain Philosophy: Appreciate the philosophical contributions of Buddhism and Jainism and their impact on the broader Indian philosophical landscape.
4. Examine Modern Indian Philosophy: Explore the ideas of modern philosophers and assess their relevance to contemporary issues in society.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.9 | Indian Philosophy: Overview | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Indian Philosophy.** **Credit 1**

- Overview of Indian philosophy and its key concepts: Atman, Brahman, Karma, Moksha, Dharma.
- Vedic foundations and the evolution of philosophical thought in ancient India.

**Unit II Major Schools of Indian Philosophy.** **Credit 1**

- Vedanta: Advaita, Vishishtadvaita, Dvaita and their approaches to the nature of reality and the self.
- Nyaya: Logic and epistemology; concepts of valid perception, inference, and testimony.
- Sankhya: Understanding the duality of Purusha (consciousness) and Prakriti (matter).

**Unit III Buddhism and Jainism.** **Credit 1**

- Buddhism: The Four Noble Truths, the Eightfold Path, and the concept of Anatman (no-self).
- Jainism: Key principles like Ahimsa (non-violence), Anekantavada (non-absolutism), and the path to liberation.

**Unit IV Modern Indian Philosophy.** **Credit 1**

- Contributions of Swami Vivekananda, Sri Aurobindo, and Mahatma Gandhi to Indian and global philosophical thought.
- Contemporary relevance and the global impact of their philosophical ideas.

**Essential/Recommended Readings/Texts:**

1. **Dasgupta, Surendranath.** *A History of Indian Philosophy*
2. **Radhakrishnan, S.** *Vedanta: A Philosophy of Liberation*
3. **Buddha** *The Dhammapada* (Selected chapters)
4. **Sri Aurobindo** *The Ideal of Human Unity*
5. **Zimmer, Heinrich.** *Philosophies of India*

**Difficulty Level**
**100-199**

**Credits – 4**
**Hours - 60**

## Major 1.10: Indian Aesthetics and Art

**Course Objectives:**

1. Understand Key Concepts of Indian Aesthetics: Introduce students to the foundational concepts of Indian aesthetics, such as Rasa, Bhava, and Vibhava, and their roles in the context of art.
2. Explore Aesthetics in Classical Art Forms: Examine how Indian aesthetics are embedded in classical art forms like literature, music, dance, and drama.
3. Analyze Aesthetics in Visual Arts and Architecture: Investigate the role of aesthetics in Indian visual arts, sculpture, and architecture, with an emphasis on traditional themes and iconography.
4. Examine Modern Interpretations of Traditional Aesthetics: Assess how contemporary Indian artists reinterpret traditional aesthetic concepts and adapt them to the modern world.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Understand Key Aesthetic Concepts: Grasp fundamental aesthetic concepts such as Rasa, Bhava, and Vibhava, and how they apply to Indian arts.
2. Explore Rasa Theory: Understand the application of Rasa theory in various classical art forms and how it shapes emotional and artistic experiences.
3. Analyze Indian Visual and Performing Arts: Analyze how aesthetics influence the visual and performing arts of India, focusing on their principles, forms, and interpretations.
4. Evaluate Modern Interpretations: Critically assess modern adaptations of traditional aesthetic concepts in the realm of contemporary Indian art.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.10 | Indian Aesthetics and Art | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Indian Aesthetics.** **Credit 1**

- Key concepts in Indian aesthetics: Rasa, Bhava, Vibhava.
- Significance of these concepts in Indian art and cultural heritage.
- Role of beauty, emotion, and perception in Indian philosophical aesthetics.

**Unit II Aesthetic Theory in Classical Art Forms.** **Credit 1**

- Rasa Theory in literature, music, dance, and drama: Analysis and application.
- The influence of aesthetics on classical dance forms: Bharatanatyam, Odissi, Kathak.

- Connection between performance, emotion, and aesthetics in Indian classical traditions.

**Unit III Indian Visual Arts and Aesthetics. Credit 1**

- Principles of aesthetics in Indian sculpture, painting, and architecture.
- Detailed analysis of iconic works in Indian temples, murals, and paintings.
- Exploration of iconography and the aesthetic significance of sacred art forms.

**Unit IV Modern Interpretations of Indian Aesthetics. Credit1**

- Evolution of aesthetic concepts in modern Indian art: Shifts in artistic trends and techniques.
- Study of contemporary Indian artists and how they engage with traditional aesthetics.
- Discussion of the relevance of classical aesthetic theories in the context of contemporary art movements.

**Essential/Recommended Readings/Texts:**

1. Bharata Muni Nāṭyaśāstra (Selected chapters) o Key chapters on Rasa, Bhava, and Vibhava theory, and their application in classical arts.
2. G. N. Jha Sāhitya Darśana o A detailed text on the aesthetic philosophy of classical Sanskrit literature and its link with the theory of Rasa.
3. V. Raghavan Indian Art and Aesthetics o A comprehensive overview of aesthetics in Indian art, from visual arts to performing arts.
4. K. K. Aziz The Aesthetic Experience o A critical exploration of the aesthetic experience in Indian and global art traditions.

**Difficulty Level 100-199**

**Credits – 4**
**Hours - 60**

## Major 1.11: Puranic Literature and Its Impact

**Course Objectives:**

1. Introduce Puranic Texts: Provide a foundational understanding of key Puranic texts and their themes.
2. Examine Theological Concepts: Explore core theological ideas in the Puranas and their evolution.
3. Analyze Ritual Impact: Study the influence of Puranic literature on Hindu rituals and worship practices.
4. Understand Cultural Influence: Understand the Puranas' role in shaping Hindu traditions, culture, and society.
5. Encourage Interdisciplinary Study: Foster an interdisciplinary approach by applying diverse methods of analysis (literary, historical, sociological).

**Learning Outcomes:**

After the completion of the course, the students will:

1. Identify Key Puranic Texts: Recognize important Puranic texts and understand their historical and cultural contexts.
2. Interpret Theological Concepts: Comprehend core theological ideas such as cosmology, deities, dharma, and sectarian developments in the Puranas.
3. Analyze Puranic Narratives: Analyze and interpret stories from the Puranas and their moral, philosophical, and cultural significance.
4. Assess the Influence on Rituals: Discuss the role of the Puranas in shaping rituals, festivals, and religious practices.
5. Evaluate Relevance in Contemporary Hinduism: Evaluate the continued relevance and impact of the Puranas on modern Hinduism, popular culture, and movements like ISKCON.
6. Apply Interdisciplinary Approaches: Use literary, historical, and sociological perspectives to analyze Puranic texts and their implications.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.11 | Puranic Literature and Its Impact | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Puranic Literature.** **Credit 1**

- Definition and classification of the Puranas (Mahāpurāṇas vs. Upapurāṇas).
- Historical context and development of the Puranic genre.

- Major themes: Creation, Genealogies, Cosmology, and their role in religious transmission.

**Unit II Theological and Philosophical Aspects. Credit 1**

- Core deities and their representations in the Puranas: Vishnu, Shiva, Devi, and sectarian developments.
- Puranic cosmology: Yugas, cycles, and creation narratives.
- Ethical teachings and moral narratives: Dharma, justice, and the concept of righteousness.

**Unit III Puranic Texts and Religious Practices. Credit 1**

- Ritual prescriptions and their importance in worship, festivals, and pilgrimages.
- The role of divine kingship in the Puranic narratives and its connection to political power.
- Examination of specific rituals like puja and the significance of pilgrimage in Puranic context.

**Unit IV The Puranas in Contemporary Context. Credit 1**

- The influence of the Puranas on modern Hinduism and popular culture.
- The Puranic tradition in movements like ISKCON and its global spread.
- Literary, historical, and sociological approaches to understanding the Puranas' relevance today.

**Essential/Recommended Readings/Texts:**

1. R.K. Sharma *The Role of the Puranas in Hindu Worship* o A comprehensive exploration of how the Puranas guide rituals, worship, and religious practices in Hinduism.
2. A.K. Majumdar *The Puranas in Modern India* o This text discusses the enduring significance and influence of the Puranas in modern India, both culturally and religiously.
3. D.C. Sircar *Puranic Texts* o Provides an introduction to key Puranic texts, focusing on their literary and historical aspects.
4. S.K. Chatterji *The Indian Puranic Tradition* o An in-depth study of the Puranic literature, its origins, and its influence on Indian religious and cultural practices.

**Difficulty Level 100-199**

**Credits – 4**
**Hours - 60**

**(Tourism Majors)**

## Major 1.12: Eco Tourism

**Course Objectives:**

1. To introduce the principles and practices of ecotourism.
2. To understand the environmental, cultural, and economic impacts of ecotourism.
3. To explore sustainable tourism practices with case studies from India and the world.
4. To encourage responsible travel behaviour and conservation-oriented tourism planning.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Define ecotourism and differentiate it from conventional tourism.
2. Analyze the environmental and socio-cultural impacts of tourism activities.
3. Identify ecotourism destinations and evaluate their sustainability practices.
4. Propose ecotourism initiatives with community involvement and conservation goals.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.12 | Eco Tourism | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Ecotourism.** **Credit 1**

- Definition, principles, and history of ecotourism.
- Ecotourism vs. mass tourism.
- Core concepts: sustainability, conservation, and local benefit.
- Ecotourism stakeholders: Travellers, Communities, NGOs, and Governments.

**Unit II Environmental and Cultural Dimensions.** **Credit 1**

- Ecological impacts of tourism: carrying capacity, habitat disturbance.
- Cultural sensitivity and preservation of heritage.
- Role of indigenous communities and traditional knowledge.
- Eco-certification and responsible tourist behaviour.

**Unit III Ecotourism Planning and Management.** **Credit 1**

- Planning sustainable ecotourism projects.
- Protected areas, national parks, and biosphere reserves.
- Community-based ecotourism models.
- Interpretation, guiding, and education in ecotourism.

**Unit IV Case Studies and Contemporary Issues.** **Credit 1**

- Successful ecotourism models: India (e.g., Kerala, Sikkim, Ladakh), Costa Rica, Kenya.
- Challenges: commercialization, greenwashing, over-tourism.

- Policies and guidelines: UNWTO, Indian ecotourism policy.
- Future of ecotourism: climate change and technological integration.

**Essential/Recommended Readings/Texts:**

1. Ecotourism and Sustainable Development by Martha Honey.
2. Ecotourism by Ralf Buckley.
3. Tourism and Environment by A.K. Bhattacharya.
4. Sustainable Tourism in India by Manjula Chaudhary.
5. Ministry of Tourism (India) Ecotourism Guidelines (Govt. publications)

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

## Major 1.13: International Tourism

**Course Objectives:**

1. To introduce foundational concepts and scope of international tourism.
2. To analyze trends, patterns, and leading markets in the global tourism industry.
3. To assess the economic, socio-cultural, and environmental impacts of international tourism.
4. To explore regulatory frameworks, policy measures, and future innovations in global tourism management.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Define international tourism and explain its evolution and key drivers.
2. Identify major international tourism markets and evaluate global trends.
3. Analyze the multifaceted impacts of international tourism on host and source countries.
4. Evaluate global tourism policies, international organizations, and emerging practices in sustainable tourism.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.13 | International Tourism | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of International Tourism.** **Credit 1**

- Definition and evolution of international tourism.
- Motivations for cross-border travel: Leisure, Business, Medical, Educational.
- Key stakeholders: Governments, tourism boards, international organizations, private sector.
- Global tourism data: Key trends and statistics (UNWTO, WTTC insights)

**Unit II Major International Tourism Markets & Destinations.** **Credit 1**

- Leading source and destination countries: India, Europe, Asia-Pacific, Americas, Middle East, Africa.
- Case studies: France, Thailand, UAE – successful tourism development models.
- Emerging destinations and niche markets.
- Role of UNWTO, IATA, ICAO, and international travel protocols.

**Unit III Impacts of International Tourism.** **Credit 1**

- Economic impacts: Foreign exchange, employment, multiplier effect, leakage.
- Socio-cultural impacts: Intercultural exchange, cultural commodification, overtourism.
- Environmental challenges: Carbon footprint, degradation of natural sites, sustainability concerns.

- Crisis management: Response to pandemics, political instability, natural disasters.

**Unit IV Policies, Regulations, and Future Trends. Credit 1**

- Visa regimes, travel advisories, and safety regulations.
- Aviation and hospitality: International airline alliances, hotel chains, logistics.
- Role of digital technologies: E-visas, AI-driven travel platforms, virtual experiences.
- Future trends: Green tourism, circular economy in tourism, inclusive travel.

**Essential/Recommended Readings/Texts:**

1. Bhatia, A. K. (2006). *International Tourism Management*. Sterling Publishers Pvt. Ltd.
2. Theobald, W. F. (Ed.). (2012). *Global Tourism*. Routledge.
3. Witt, S. F., Brooke, M., & Buckley, P. (2013). *The Management of International Tourism (RLE Tourism)*. Routledge.
4. Reports from UNWTO, WTTC, IATA, and other global tourism bodies (latest editions).

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

## Major 1.14: Religious Tourism

**Course Objectives:**

1. To introduce the concept, significance, and scope of religious tourism.
2. To explore major religious pilgrimage sites and their socio-cultural and spiritual relevance.
3. To analyze the economic, social, and environmental impacts of religious tourism.
4. To examine management strategies and sustainable practices in religious tourism destinations.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Define religious tourism and understand its various forms and historical development.
2. Identify major religious destinations and festivals across global faiths.
3. Evaluate the socio-economic benefits and environmental impacts of religious tourism.
4. Recommend sustainable, inclusive, and ethical approaches to managing religious tourism.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.14 | Religious Tourism | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Religious Tourism.** **Credit 1**

- Definition and scope: pilgrimage, faith-based travel, spiritual tourism.
- Historical evolution of religious travel across civilizations.
- Sacred geography: Sacred places and routes in major religions (Hinduism, Islam, Christianity, Buddhism, Judaism, Sikhism)
- Pilgrim motivation: Spiritual, cultural, emotional, and social aspects.

**Unit II Major Religious Destinations and Their Significance.** **Credit 1**

- Key global pilgrimage centers: Ayodhya, Varanasi, Mecca, Vatican, Jerusalem, Bodh Gaya, Golden Temple.
- Rituals and festivals: Kumbh Mela, Hajj, Easter, Diwali, Vesak, Passover.
- Thematic circuits: Char Dham, 12 Jyotirlingas, Buddhist Circuit, Camino de Santiago.
- Role of religious institutions, trusts, and clergy in site management and experience facilitation.

**Unit III Socio-Economic and Environmental Impacts.** **Credit 1**

- Economic impacts: Employment generation, infrastructure growth, revenue for local communities.

- Socio-cultural impacts: Cultural preservation, commodification, religious harmony/conflict.
- Environmental concerns: Waste generation, overcrowding, ecological degradation at sacred sites.
- Managing the balance: Spiritual authenticity vs. tourism commercialization.

**Unit IV Sustainable Management and Future Trends. Credit 1**

- Sustainable religious tourism models: Site preservation, crowd control, heritage protection.
- Government roles and regulatory policies: ASI, UNESCO, Ministry of Tourism initiatives.
- Technological integration: Digital pilgrimages, mobile apps, virtual reality temples.
- Future outlook: Interfaith tourism, spiritual retreats, religious heritage tourism, dark religious tourism.

**Essential/Recommended Readings/Texts:**

1. Timothy, D. J., & Olsen, D. H. (Eds.). (2006). *Tourism, Religion and Spiritual Journeys*. Routledge.
2. Stausberg, M. (2012). *Religion and Tourism: Crossroads, Destinations and Encounters*. Routledge.
3. Shinde, K. A., & Olsen, D. H. (Eds.). (2020). *Religious Tourism and the Environment*. CABI.
4. Digance, J. *Pilgrimage and Religious Tourism: Conceptualizing Sacred Travel*.
5. Government Reports and White Papers on Indian pilgrimage tourism (e.g., NITI Aayog, Ministry of Tourism).

# SECOND YEAR: MAJOR PAPERS

**Credits – 4**
**Hours - 60**

## SEMESTER - 3

## (Sanskrit Majors)

## Major 2.1: Vedic Texts and Their Interpretations

**Course Objectives:**

1. Explore Vedic Texts: Learn about the structure and content of key Vedic texts—Samhitas, Brahmanas, Aranyakas, and Upanishads.
2. Grasp "Shruti": Understand the concept of "Shruti" and its role in preserving the sacred knowledge of the Vedas.
3. Examine Vedic Impact: Explore the impact of the Vedas on ancient religion, society, and politics.
4. Study Vedic Sanskrit: Analyze Vedic Sanskrit, including hymn meters and poetic language used in the Vedas.
5. Connect Rituals and Philosophy: Examine the link between Vedic rituals (Yajnas) and philosophical ideas present in the texts.
6. Review Interpretations: Explore traditional and modern views of Vedic texts and their meanings.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Identify Vedic Texts: Recognize the key components of the Vedic corpus, including their structure and content.
2. Explain and interpret the concept of *Śruti* and its function in preserving and transmitting sacred Vedic knowledge.
3. Analyze Sanskrit and Poetry: Identify the metrical patterns and linguistic features of Vedic hymns.
4. Explore Rituals: Understand how hymns are connected to Vedic rituals (Yajnas) and their deeper philosophical significance.
5. Explain Philosophy: Comprehend key Vedic concepts like Dharma, Karma, Moksha, and the nature of the Self (Atman).
6. Evaluate Interpretations: Assess traditional and modern interpretations of Vedic texts, including both philosophical and linguistic perspectives.
7. Appreciate the Legacy: Recognize the lasting cultural impact of the Vedas on religion, philosophy, and Indian society.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.1 | Vedic Texts and Their Interpretations | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to the Vedas. Credit 1**

- The Vedic Corpus: Overview of the four Vedas (Rigveda, Yajurveda, Samaveda, Atharvaveda).
- Structure of Vedic Texts: Samhitas, Brahmanas, Aranyakas, and Upanishads.
- The Concept of "Shruti": The significance of "Shruti" as the sacred knowledge.
- Role of Vedic Texts: Their influence on religion, rituals, and politics in ancient society.
- Historical Context: The Vedic period (1500 BCE to 500 BCE) and its cultural impact.

**Unit II Vedic Sanskrit and Poetic Forms. Credit 1**

- Vedic Sanskrit: Overview of its grammar, syntax, and linguistic evolution.
- Poetic Forms & Meter: Study of meters like Gayatri, Anushtubh, and their use in Vedic hymns.
- Rhythm & Sound: The role of sound, rhythm, and intonation in preserving the Vedic texts.
- Key Vedic Hymns: Structure and poetic analysis of selected hymns, such as the Gayatri Mantra.

**Unit III Vedic Rituals and Philosophy. Credit 1**

- Vedic Rituals (Yajnas): The role of sacrificial rituals and their connection to hymns and philosophy.
- Brahmanas & Aranyakas: Texts guiding rituals and their philosophical interpretations.
- Vedic Philosophy: Exploration of concepts like Dharma, Karma, Moksha, and the nature of the Self (Atman).
- The Upanishads: Transition from ritualistic practices to philosophical exploration and self-realization.

**Unit IV Interpretations and Modern Perspectives. Credit 1**

- Traditional Commentaries: Classical interpretations by scholars like Shankaracharya, Sayana, and others.
- Philosophical Interpretations: Examination of the concepts of Atman, Brahman, and ultimate reality.
- Modern Approaches: Analysis of Western and contemporary scholarly views, such as those of Max Müller and Sri Aurobindo.

**Essential/Recommended Readings/Texts:**

1. Roshen Dalal *The Vedas: An Introduction to Hinduism's Sacred Texts* o Provides a comprehensive introduction to the Vedic texts, their structure, and significance in Hinduism.
2. T.K.G. Iyer *The Language of the Vedas* o Explores the linguistic features of Vedic Sanskrit and its impact on the development of classical Indian languages.
3. S.C. Vasu *The Brahmanas and Their Rituals* o A detailed study of the Brahmanas and their role in guiding Vedic rituals and sacrificial ceremonies.
4. **K.S.R. Anjaneyulu** *The Vedic and Vedantic Tradition* o Focuses on the philosophical implications of Vedic texts and their transition into Vedanta.

**Difficulty Level 200-299**

**Credits – 4**
**Hours - 60**

## Major 2.2: Classical Sanskrit Drama

**Course Objectives:**

1. Understand the history and development of Sanskrit drama: Gain an overview of the origins and evolution of Sanskrit theatre and its role in ancient Indian culture.
2. Learn the structure, characters, and performance elements of Sanskrit plays: Study the basic components of Sanskrit dramas, including structure, character types, language, and performance traditions.
3. Explore the cultural impact of Sanskrit drama: Investigate how Sanskrit drama influenced the society, culture, and literature of ancient India.
4. Analyze key works by classical dramatists: Examine major works by renowned playwrights like Kalidasa, Bhasa, Bhavabhuti, and others.
5. Study dramatic theory (Natyashastra, Rasa) and performance practices: Understand the key dramatic theories such as Natyashastra and Rasa theory, and how they shaped performance traditions.
6. Examine philosophical, mythological, and social themes in drama: Explore the various themes present in Sanskrit drama, such as ethics, mythology, and social dynamics.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Identify and describe the origins, structure, and defining components of Sanskrit drama through historical and textual analysis.
2. Critically examine selected plays by Kalidasa, Bhasa, Bhavabhuti, and other dramatists to evaluate their themes, literary techniques, and cultural contexts.
3. Apply principles from the *Nāṭyaśāstra* and *Rasa* theory to the close reading and interpretation of Sanskrit dramatic texts.
4. Interpret and discuss philosophical, mythological, and social dimensions represented in major Sanskrit plays.
5. Demonstrate an awareness of performance dynamics by relating elements such as gesture, music, and dance to dramatic meaning and emotional effect.
6. Analyze and illustrate the functions of symbolism, allegory, and metaphor as expressive devices in Sanskrit dramatic literature.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.2 | Classical Sanskrit Drama | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Sanskrit Drama.** **Credit 1**

- History and Origins: Overview of the development of Sanskrit drama in ancient India.

- Key Elements: Structure of Sanskrit plays, including the role of Natyashastra, characters, language, and performance.
- Cultural Role: The role of Sanskrit drama in ancient society, religion, and court culture.
- Forms of Drama: Study of different genres of Sanskrit drama- Natya, Kavya, Prakaraṇa, and Aṭaṭa.

**Unit II Major Classical Sanskrit Dramas. Credit 1**

- Kalidasa's Works: In-depth study of *Shakuntala* and *Vikramorvashiya*-analysis of characters, themes, and literary style.
- Bhasa's Plays: Analysis of *Svapnavasavadatta* and *Pratijnayaugandharayana*-exploring the characters and narrative structures.
- Bhavabhuti's Contributions: Examination of *Mahaviracharita* and *Uttararamacharita*-philosophical and emotional depth.
- Other Dramatists: Study of plays by Maitreyee, Asvagosa, and Sudraka - focusing on themes like love, duty, and politics.

**Unit III Dramatic Theory and Performance. Credit 1**

- Natyashastra: Detailed analysis of *Natyashastra* - its theories on drama, including the structure of a play, acting techniques, and stagecraft.
- Rasa Theory: The concept of *Rasa* (emotional flavor) and its application in drama - how emotions are conveyed through performance.
- Characterization: Study of key character roles such as Sutradara (the stage manager) and Vishkambha (the narrator).
- Performance Practices: Exploration of music, dance, gestures, and the role of actors in classical Sanskrit drama.

**Unit IV Themes and Symbolism in Sanskrit Drama. Credit 1**

- Philosophical Themes: Exploration of key themes like duty (Dharma), love, sacrifice, and the moral dilemmas faced by characters.
- Mythological Influence: Analysis of mythological figures and stories, and how they are reinterpreted in dramatic contexts.
- Symbolism and Allegory: How Sanskrit plays use symbolism to represent complex ideas, including social and spiritual allegories.
- Social and Political Themes: Exploration of societal norms, gender roles, political power, and governance in classical Sanskrit drama.

**Essential/Recommended Readings/Texts:**

1. Bharata Muni *Natyashastra* (translated by G. A. Jain and Manmohan Ghosh)
2. R. C. Pandeya *The Natyashastra and the Arts of Performance in India*
3. S. K. De *Theories of Sanskrit Drama*
4. Bhasa *Svapnavasavadatta* (translated by M. R. Kale)
5. Bhavabhuti *Uttararamacharita* (translated by G. P. Tripathi)

**Difficulty Level 200-299**

**Credits – 4**
**Hours - 60**

## Major 2.3: Kavya (Poetry) Literature

**Course Objectives:**

1. Define Kavya and explore its historical development within Sanskrit literature.
2. Analyze the aesthetic principles that form the foundation of Kavya such as *Rasa*, *Alankara*, and *Dhvani*.
3. Study and interpret major works of poets like Kalidasa, Bharavi, Magha, and Dandin.
4. Understand thematic concerns and stylistic techniques in Kavya literature.
5. Examine the legacy and influence of Kavya on later Indian literary traditions.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the definition and evolution of Kavya literature.
2. Distinguish between various types and features of Kavya poetry.
3. Critically analyze seminal texts by classical poets with an appreciation of their poetic style and themes.
4. Apply aesthetic and rhetorical principles such as *Rasa*, *Alankara*, *Dhvani*, and *Vakrokti* in literary interpretation.
5. Evaluate Kavya's influence on Indian cultural and literary history.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.3 | Kavya (Poetry) Literature | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Kavya Literature.** **Credit 1**

- Definition of Kavya: Distinction from other literary forms.
- Historical development: From Vedic and epic literature to classical Kavya.
- Aesthetic Framework: *Rasa*, *Alankara*, *Dhvani*, *Vakrokti*, *Vyakti*.
- Classification: *Mahakavya*, *Khandakavya*, *Natakakavya*, *Prabandha*.

**Unit II Early and Classical Kavya Literature.** **Credit 1**

- Vedic Poetry: Poetic elements in *Samhitas*, *Brahmanas*, and *Upanishads*.
- Epic Kavya: Poetic dimensions of *Ramayana* and *Mahabharata*.
- Kalidasa: Literary and aesthetic analysis of *Raghuvamsha*, *Kumarasambhava*, and *Abhijnanashakuntalam*.
- Bhasa: Poetic aspects of *Svapnavasavadatta* and *Pratijnayaugandharayana*.

**Unit III Major Poets and Textual Studies.** **Credit 1**

- Kalidasa: *Meghaduta* and its poetic imagery.
- Bharavi: *Kiratarjuniyam* – themes of valor and poetic structure.
- Magha: *Shishupalavadha* – intricate use of metaphor and simile.
- Dandin: *Dashakumaracharita* – prose-Kavya blend and narrative technique.

- Bhavabhuti: *Uttararamacharita* and poetic reflection on ethical dilemmas.

**Unit IV Themes, Techniques, and Legacy** **Credit 1**

- Key Themes: *Dharma*, *Kama*, *Rati*, *Tyaga*, and philosophical motifs.
- Poetic Techniques: Use of symbolism, metaphor, simile, imagery, and rhythm.
- Literary Criticism: Application of *Rasa*, *Dhvani*, and *Vakrokti* theories.
- Legacy: Kavya's impact on regional languages, medieval bhakti poetry, and classical Indian aesthetics.

**Essential/Recommended Readings/Texts:**

1. *Sanskrit Poetics* – V. Raghavan
2. *Sahitya Darshan* – S. K. De
3. *Kumarasambhava* – Kalidasa (translated by P. Lal)
4. *Kavya Shastra* – M. R. Kale
5. *Sanskrit Drama and Poetry* – V. Raghavan

**Difficulty Level 200-299**

**Credits – 4**
**Hours - 60**

## Major 2.4: Advanced Sanskrit Grammar (Vyakarana)

**Course Objectives:**

1. Understanding Pāṇinian Grammar: Develop a deep understanding of Pāṇinian grammar, with a focus on its analytical framework and underlying principles.
2. Analytical Skills: Equip students to analyze Sanskrit texts using advanced grammatical tools and techniques.
3. Application of Grammar in Literature: Explore how grammatical rules are applied in classical Sanskrit literature.
4. Commentarial Traditions: Familiarize students with the commentarial traditions on Pāṇini's *Aṣṭādhyāyī*, such as the *Mahābhāṣya* and *Kāśikā-vṛtti*.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Advanced Application: Apply advanced grammatical rules from the *Aṣṭādhyāyī* with precision.
2. Structural and Morphological Analysis: Analyze Sanskrit sentences both structurally and morphologically.
3. Interpretation of Commentaries: Interpret and understand grammatical commentaries like the *Mahābhāṣya* and *Kāśikā-vṛtti*.
4. Grammatical Argumentation: Engage in traditional linguistic argumentation and conduct grammatical analysis based on classical Sanskrit texts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.4 | Advanced Sanskrit Grammar (Vyakarana) | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Pāṇinian Grammar.** **Credit 1**

- Overview of Vyākaraṇa as Vedāṅga: Understanding Vyākaraṇa's role in the Vedāṅgas and its significance in Vedic rituals.
- Structure of the Aṣṭādhyāyī: Detailed study of the structure and content of Pāṇini's *Aṣṭādhyāyī* (the foundational work of Sanskrit grammar).
- Role of Sūtras, Dhātupāṭha, and Gaṇapāṭha: Study of key elements such as *sūtras* (rules), *dhātupāṭha* (list of verbal roots), and *gaṇapāṭha* (classification of roots).
- Saṁjñā and Paribhāṣā: Introduction to the technical terms (*saṁjñā*) and meta-rules (*paribhāṣā*) that govern Sanskrit grammar.

**Unit II Sandhi and Samāsa.** **Credit 1**

- Advanced Rules of Sandhi: In-depth exploration of the phonetic transformations that occur when words are joined together in Sanskrit, focusing on advanced rules of *sandhi*.

- Types and Formation of Samāsa: Study of different types of compound words (*samāsa*), their structure, and how they form meaning.
- Analysis of Complex Compounds in Classical Texts: Application of the rules to identify and analyze complex compounds in Sanskrit literature, such as in works like the *Mahābhārata* and *Rāmāyaṇa*.

**Unit III Kāraka, Tiṅanta, and Subanta. Credit 1**

- Detailed Study of Kāraka Theory: Study of the syntactical theory of *kārakas* (roles or cases) and their function in sentence construction.
- Tiṅanta and Subanta: Examination of *tiṅanta* (verb forms) and *subanta* (noun forms), including their inflections and syntactical usage.
- Usage and Agreement Rules in Sentence Formation: Focus on agreement rules, tense, aspect, mood, and number agreement in sentence construction.

**Unit IV Grammatical Commentary and Textual Analysis. Credit 1**

- Study of Select Sūtras with Mahābhāṣya/Kāśikā-vṛtti: Detailed analysis of specific *sūtras* from *Aṣṭādhyāyī* along with commentaries like *Mahābhāṣya* (Patañjali's commentary) and *Kāśikā-vṛtti*.
- Application of Rules to Classical Texts: Practical application of grammatical rules to well-known classical Sanskrit texts, such as the *Rāmāyaṇa* and *Bhagavad Gītā*.
- Introduction to Advanced Grammatical Debates: Introduction to traditional grammatical debates and logical analysis, including discussions at the intersection of *Nyāya* (logic) and *Vyākaraṇa*.

**Essential/Recommended Readings/Texts:**

1. Pāṇini – Aṣṭādhyāyī (with *Kāśikā-vṛtti* or *Siddhānta-kaumudī*) – The foundational text for all studies of Sanskrit grammar.
2. Patañjali – Mahābhāṣya (selected portions) – Commentary on Pāṇini's *Aṣṭādhyāyī*, focusing on the explanation and interpretation of rules.
3. Bhartṛ hari – Vākyapadīya (selected kāṇḍas) – A classical work on the philosophy of language, syntax, and meaning.
4. Śarvavarman – Kātantra-vyākaraṇa – A comparison to Pāṇini's grammar, offering insight into other grammatical traditions.
5. Satya Vrat Shastri – The Philosophy of Sanskrit Grammar – A modern approach to the philosophical underpinnings of Sanskrit grammar.
6. S.D. Joshi & J.A.F. Roodbergen – Pāṇini and His Interpreters – Modern scholarship on the legacy and interpretation of Pāṇini's work.

**Difficulty Level 200-299**

**Credits – 4**
**Hours - 60**

## Major 2.5: Translation: Sanskrit to English and Vice Versa

**Course Objectives:**

1. Learn Translation Theories: Understand key translation theories and types, including literary, technical, and cultural translation.
2. Develop Translation Skills: Gain hands-on experience in translating between Sanskrit and English.
3. Explore Cultural Nuances: Address challenges such as idiomatic expressions, cultural references, and context in translation.
4. Enhance Grammatical Knowledge: Strengthen understanding of Sanskrit grammar and its application in translation.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Apply Translation Theories: Effectively use various translation theories (literal, free, dynamic equivalence) in practice.
2. Translate Basic Texts: Accurately translate simple Sanskrit and English texts, understanding both languages' nuances.
3. Handle Advanced Texts: Successfully translate literary works, such as the Mahābhārata and Rāmāyaṇa, while maintaining cultural and philosophical integrity.
4. Solve Translation Challenges: Tackle complex translation issues, including idiomatic expressions and syntactical differences.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.5 | Translation: Sanskrit to English and Vice Versa | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Translation Theory.** **Credit 1**

- Overview of Translation Theories: Study the various approaches, such as literal, free, and dynamic equivalence.
- Types of Translation: Explore the distinctions between literary, technical, and cultural translation.
- Basic Translation Techniques: Focus on word-to-word and sentence-level translation strategies.

**Unit II Sanskrit to English Translation.** **Credit 1**

- Key Elements of Sanskrit Grammar: Understand sentence structure, syntax, and morphology in Sanskrit.
- Translating Basic Sanskrit Prose and Verses: Translate excerpts from classical Sanskrit texts like the Bhagavad Gita and Upanishads into English.

- Practical Exercises: Engage in translating simple Sanskrit texts to English with an emphasis on preserving meaning and tone.

**Unit III English to Sanskrit Translation. Credit 1**

- Understanding Sanskrit Grammar for Reverse Translation: Learn the nuances of translating English sentences into Sanskrit.
- Translating Basic English Sentences into Sanskrit: Focus on correct syntax, tenses, and idiomatic expressions while translating from English to Sanskrit.
- Practical Exercises: Practice translation of common English texts into Sanskrit, focusing on clarity and cultural context.

**Unit IV Advanced Translation and Literary Texts. Credit 1**

- Translating Classical Sanskrit Literature: Focus on translating complex literary works such as the Mahābhārata, Rāmāyaṇa, and Kalidasa's poetry.
- Handling Cultural Terms and Idiomatic Expressions: Address challenges in translating culturally specific terms and idiomatic expressions.
- Evaluation and Discussion of Translation Challenges: Engage in discussions on the difficulties and strategies in literary translation.

**Essential/Recommended Readings/Texts:**

1. Eugene Nida – *The Theory and Practice of Translation* A foundational text exploring translation theories and their practical applications.
2. Selected Sanskrit Texts for Translation Excerpts from important Sanskrit works for practical translation exercises (e.g., Bhagavad Gita, Upanishads, Mahābhārata).
3. Sanskrit Grammar Books by R.K. Sharma and M.N. Dutt
   Detailed explanations of Sanskrit grammar, focusing on sentence structure and translation techniques.
4. Excerpts from Mahābhārata and Rāmāyaṇa Key sections of these epics for in-depth translation and analysis.

**Difficulty Level 200-299**

**Credits – 4**
**Hours - 60**

**(Tourism Majors)**

## Major 2.6: Sustainable Tourism Development

**Course Objectives:**

1. To introduce the principles and importance of sustainable tourism in the context of global development.
2. To analyze the environmental, socio-cultural, and economic impacts of tourism.
3. To explore sustainable planning, policy, and destination management strategies.
4. To evaluate international best practices, case studies, and frameworks for sustainable tourism development.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the foundational concepts and importance of sustainable tourism.
2. Critically assess tourism's impact on the environment, society, and economy.
3. Formulate practical strategies for sustainable tourism planning and implementation.
4. Apply lessons from global case studies to local and regional tourism contexts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.6 | Sustainable Tourism Development | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Sustainable Tourism.** **Credit 1**

- Definitions and historical evolution of sustainable tourism.
- The Triple Bottom Line approach: Environmental, Social, Economic sustainability.
- Global frameworks and initiatives: UNWTO, Global Sustainable Tourism Council (GSTC), Agenda 2030 & SDGs.
- Barriers and challenges to sustainable tourism adoption.

**Unit II Environmental Sustainability in Tourism.** **Credit 1**

- Differences between ecotourism and sustainable tourism.
- Carbon footprint analysis, waste and water management in tourism operations.
- Biodiversity and ecosystem conservation through tourism (e.g., national parks, wildlife reserves)
- Sustainable mobility and accommodation (green certifications, energy efficiency)

**Unit III Socio-Cultural Sustainability.** **Credit 1**

- Community-based tourism: Concepts, benefits, and limitations.
- Cultural authenticity, preservation, and responsible tourist behaviour.
- Managing overtourism: Strategies, zoning, and visitor caps.

- Indigenous and tribal tourism: Ethics, empowerment, and cultural rights.

**Unit IV Sustainable Tourism Planning & Policy. Credit 1**

- Role of Destination Management Organizations (DMOs)
- Policy frameworks and international guidelines for sustainability.
- Sustainable tourism marketing and promoting conscious consumption.
- Case studies: Bhutan's high-value tourism policy, Kerala Responsible Tourism Mission, Costa Rica's eco-tourism model.

**Essential/Recommended Readings/Texts:**

1. Middleton, V. T., & Hawkins, R. (1998). *Sustainable Tourism: A Marketing Perspective*. Routledge.
2. Weaver, D. (2007). *Sustainable Tourism*. Routledge.
3. Hannam, K., & Diekmann, A. (2010). *Tourism and India: A Critical Introduction*. Routledge.
4. Harris, R., Williams, P., & Griffin, T. (Eds.). (2012). *Sustainable Tourism*. Routledge.
5. Sati, V. P. (2020). *Sustainable Tourism Development in the Himalaya: Constraints and Prospects*. Springer.
6. Reports from UNWTO, WTTC, and GSTC (latest editions).

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

## Major 2.7: Tourism Resource Management

**Course Objectives:**

1. To understand the concept and classification of tourism resources and their sustainable utilization.
2. To evaluate the economic, environmental, and socio-cultural impacts of tourism resource use.
3. To explore strategic frameworks for sustainable tourism resource planning and management.
4. To develop skills in assessment, conservation, and innovation in tourism resource management.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Identify and classify various types of tourism resources (natural, cultural, man-made).
2. Assess tourism resources using appropriate inventory and mapping tools.
3. Apply principles of sustainable management and policy frameworks to tourism planning.
4. Propose and evaluate innovative solutions to current and future challenges in tourism resource management.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.7 | Tourism Resource Management | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Tourism Resource Management. Credit 1**

- Concept and definition of tourism resources.
- Types of tourism resources: Natural (Mountains, Beaches, Forests), Cultural (Heritage Sites, Rituals), Man-made (Theme Parks, Infrastructure)
- Importance of sustainable management and conservation.
- Stakeholders in resource management: government, local communities, private sector, NGOs.

**Unit II Assessment and Inventory of Tourism Resources. Credit 1**

- Techniques for inventory, resource classification, and evaluation.
- Carrying Capacity: physical, social, and ecological; Limits of Acceptable Change (LAC)
- Use of GIS, remote sensing, and digital mapping tools in tourism resource planning.
- Case studies: resource mapping in heritage cities, eco-sensitive zones.

**Unit III Sustainable Tourism Resource Planning. Credit 1**

- Key principles of sustainable development applied to tourism.

- Policy frameworks and environmental regulations (national and international)
- Participatory planning and community-based management.
- Models of benefit-sharing and inclusive resource governance.

**Unit IV Challenges and Future Trends in Resource Management. Credit 1**

- Over-tourism and degradation of natural and cultural resources.
- Climate change and its direct/indirect effects on tourism destinations.
- Technological innovations: smart tourism, green infrastructure, regenerative tourism.
- Case examples: Sustainable restoration of cultural heritage, eco-lodges, and adaptive reuse of historic sites.

**Essential/Recommended Readings/Texts:**

1. Jamieson, W. (2006). *Community Destination Management in Developing Economies*. Psychology Press.
2. Saarinen, J., Rogerson, C. M., & Hall, C. M. (2019). *Tourism Planning and Development*. Routledge.
3. Morrison, A. M. (2023). *Marketing and Managing Tourism Destinations*. Routledge.
4. Camilleri, M. A. (Ed.). (2024). *Tourism Planning and Destination Marketing*. Emerald Publishing.
5. UNWTO Reports, *Sustainable Tourism Guidelines* (latest editions).

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

## Major 2.8: Tour Guide Training

**Course Objectives**

1. To equip students with essential skills and knowledge for professional tour guiding.
2. To develop effective communication, interpretation, and group management techniques.
3. To familiarize students with major tourist attractions, cultural heritage, and guiding ethics.
4. To train students in safety management and real-time problem-solving during tours.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Demonstrate the key roles, responsibilities, and ethics of professional tour guides.
2. Communicate clearly and confidently with tourists from diverse backgrounds.
3. Design and manage tour itineraries with attention to safety and logistics.
4. Handle emergencies, resolve conflicts, and deliver high-quality customer service.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.8 | Tour Guide Training | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Fundamentals of Tour Guiding.** **Credit 1**

- Definition and scope of tour guiding.
- Roles and responsibilities of a professional guide.
- Ethics, etiquette, and code of conduct.
- Types of tour guides: adventure, cultural, heritage, city, nature-based.
- Licensing, certifications, and legal obligations in guiding.

**Unit II Communication and Interpretation Skills.** **Credit 1**

- Verbal and non-verbal communication techniques.
- Storytelling and interpretation of sites.
- Interacting with multicultural groups and managing language barriers.
- Public speaking and tourist engagement strategies.
- Cultural sensitivity and inclusive communication.

**Unit III Tour Planning and Management.** **Credit 1**

- Preparing itineraries: time management, site selection, route planning.
- Handling logistics: transport, entry tickets, meals, etc.
- Emergency procedures and first-aid awareness.
- Managing group behaviour and conflict resolution.
- Maintaining professionalism during unexpected situations.

**Unit IV Practical Training and Field Experience.** **Credit 1**

- Classroom-based mock guiding sessions.
- Site visits to heritage/cultural locations (e.g., museums, monuments)
- Demonstration of interpretation skills on-site.
- Peer and faculty feedback, self-reflection, and skill improvement.
- Introduction to career opportunities and further certifications.

**Essential/Recommended Readings/Texts:**

1. Cruz, Z. (1999). *Principles and Ethics of Tour Guiding*. Rex Bookstore, Inc.
2. Weiler, B., & Black, R. (2014). *Tour Guiding Research: Insights, Issues and Implications*. Multilingual Matters.
3. Leo, S. (2016). *English for Professional Tour Guiding Services*. Gramedia Pustaka Utama.
4. Bagri, S. C., Dhodi, R. K., & Junaid, K. C. (Eds.). (2022). *Entrepreneurship Education in Tourism and Hospitality Management*. IGI Global.

**Difficulty Level 200-299**

**Credits – 4**
**Hours - 60**

**SEMESTER – 4**

**(Sanskrit Majors)**

## Major 2.9: Study of Sanskrit Texts in the Context of Indian Epistemology

**Course Objectives:**

1. Understand Indian Epistemology: Introduce key concepts and schools of thought such as Nyāya, Mīmāṃsā, Vedānta, and Buddhism.
2. Explore Pramāṇa Theories: Study the various sources of valid knowledge (perception, inference, comparison, testimony) across Indian philosophical systems.
3. Analyze Sanskrit Texts: Examine classical Sanskrit texts for their insights into knowledge and cognition.
4. Compare Philosophical Systems: Contrast the epistemological theories found in Nyāya, Mīmāṃsā, Vedānta, and Buddhism.
5. Apply Knowledge Insights: Relate epistemological theories to broader concepts of reality and liberation.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain and contextualize key epistemological concepts within major schools of Indian philosophy.
2. Compare and evaluate epistemological frameworks of Nyāya, Mīmāṃsā, Vedānta, and Buddhist traditions through textual and conceptual analysis.
3. Examine and interpret selected Sanskrit passages addressing knowledge, perception, and inference in philosophical discourse.
4. Apply and integrate principles of *Pramāṇa* and epistemological reasoning to philosophical inquiries concerning reality and liberation.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.9 | Study of Sanskrit Texts in the Context of Indian Epistemology | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Indian Epistemology.** **Credit: 1**

- Overview of Indian Epistemology: Introduction to the key philosophical systems in India—Nyāya, Mīmāṃsā, Vedānta, and Buddhism—and their approaches to knowledge.
- Pramāṇa Theory: Study the four sources of valid knowledge in Indian philosophy—perception, inference, comparison, and testimony.

- Understanding the Role of Epistemology: Discuss the importance of epistemology in shaping philosophical discourse in India.

**Unit II Nyāya Epistemology. Credit: 1**

- Nyāya Philosophy: Detailed study of Nyāya, focusing on its theory of valid knowledge and logical reasoning.
- Four Means of Knowledge: Explore the four Pramāṇas in Nyāya perception (pratyakṣa), inference (anumāna), comparison (upamāṇa), and testimony (śabda).
- Theory of Cognition: Understand the Nyāya theory of cognition and its relation to logical reasoning in acquiring knowledge.

**Unit III Mīmāṃsā and Vedānta. Credit: 1**

- Mīmāṃsā Epistemology: Focus on the role of śabda (testimony) as a source of knowledge and its relationship to the authority of the Vedas.
- Vedānta Epistemology: Examine Vedānta's perspective on direct knowledge (intuition) and its connection to spiritual liberation (moksha).
- Comparison of Mīmāṃsā and Vedānta: Contrast the epistemological approaches in Mīmāṃsā and Vedānta, with an emphasis on their views of knowledge and liberation.

**Unit IV Buddhist Epistemology. Credit: 1**

- Buddhist Epistemology: Study the Buddhist view on knowledge, with a focus on the works of philosophers like Dignāga and Dharmakīrti.
- Pramāṇa in Buddhism: Analyze the Buddhist understanding of valid sources of knowledge and their critical approach to perception and inference.
- The Theory of Non-Self (Anātman): Investigate the implications of the Buddhist theory of non-self on epistemological concepts, particularly in relation to the nature of knowledge and reality.

**Essential/Recommended Readings/Texts:**

1. Introduction to Indian Philosophy by S. Radhakrishnan
2. Tattvārthī by Vācaspati Miśra
3. Vedānta and the Theory of Knowledge by S. Radhakrishnan
4. Buddhist Epistemology by T.R.V. Murti.

**Difficulty Level 200-299**

**Credits – 4**
**Hours - 60**

## Major 2.10: A Comparative Sanskrit Literature

**Course Objectives:**

1. Introduce Comparative Literature: Learn comparative methods applied to Sanskrit texts, comparing them with global literary traditions.
2. Explore Themes: Investigate and compare key themes in Sanskrit literature with those found in other world literatures.
3. Study Cultural Exchange: Examine the influence of Sanskrit on world literatures, exploring its reach and impact beyond India.
4. Analyze Modern Interpretations: Assess contemporary adaptations of Sanskrit texts in literature, theater, and media.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Use Comparative Methods: Employ various comparative approaches to analyze Sanskrit literature in the context of global literary traditions.
2. Recognize Key Themes: Identify and compare key themes in Sanskrit literature with their counterparts in world literature.
3. Evaluate Influence: Critically assess the influence of Sanskrit on global literary traditions.
4. Critique Modern Adaptations: Analyze modern reinterpretations and adaptations of Sanskrit texts and their impact on contemporary culture.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.10 | A Comparative Sanskrit Literature | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Comparative Literature and Sanskrit. Credit 1**

- Overview: Introduction to the field of comparative literature with a focus on the Sanskrit tradition.
- Methodologies: Explore various methodologies used in comparing themes, narrative structures, literary styles, and cultural impacts between Sanskrit texts and global literary works.
- Sanskrit Literature Context: Study the historical, philosophical, and cultural context of Sanskrit literature within the Indian subcontinent.

**Unit II Key Themes in Comparative Sanskrit Literature. Credit 1**

- Creation Myths: Comparative study of creation narratives in Sanskrit (e.g., the Rig Veda) and their counterparts in global mythologies (e.g., Mesopotamian, Greek, and Native American creation myths).
- Heroism & Morality: Compare themes of heroism, dharma (righteous duty), and ethics in major Sanskrit epics (e.g., Mahābhārata and Rāmāyaṇa) with Greek epics like the Iliad and Odyssey.
- Love & Devotion: Explore themes of love and devotion, particularly Bhakti poetry in Sanskrit, and its global counterparts (e.g., Christian mysticism, Sufi poetry, etc.).

**Unit III Sanskrit's Global Influence. Credit 1**

- Sanskrit & World Literature: Study the impact of Sanskrit literature on Persian, Arabic, and Southeast Asian literatures, including the adaptation of stories like the Rāmāyaṇa in Southeast Asia.
- Comparative Analysis of Epics: A detailed comparative study of the Rāmāyaṇa and other global epics (e.g., the Greek epics, Gilgamesh, and the Mahābhārata), focusing on their narrative structures, character archetypes, and moral themes.

**Unit IV Modern Interpretations of Sanskrit Texts. Credit 1**

- Reinterpretations: Study contemporary reinterpretations of Sanskrit texts in literature, theater, and media, exploring how these texts are adapted for modern audiences.
- Translation & Globalization: Explore the role of translation in the global spread of Sanskrit literature, and analyze key translations of major Sanskrit texts. Consider the impact of these translations on cross-cultural exchange and the global understanding of Sanskrit literature.

**Essential/Recommended Readings/Texts:**

1. Sanskrit Drama by A.N. Upadhyaya, An exploration of Sanskrit drama, focusing on its literary forms and influence on world theater.
2. Indian Literature and Its Impact by K.K. Aziz, A comprehensive analysis of the impact of Indian literature, particularly Sanskrit literature, on global literary traditions.
3. Sanskrit Literature in World Literature by G.R. Mehta, Discusses how Sanskrit literature has influenced world literary traditions, with a focus on its impact in the East and West.
4. Greek Myths by Robert Graves, A comparative work that helps draw parallels between Greek mythology and Sanskrit mythological texts like the Rāmāyaṇa and Mahābhārata.

**Difficulty Level 200-299**

**Credits – 4**
**Hours - 60**

## Major 2.11: Philosophy of Yoga and Meditation

**Course Objectives**

1. Introduce the philosophical foundations of Yoga and its core principles within Indian thought.
2. Examine classical systems of Yoga including Raja, Karma, and Bhakti Yoga as pathways to self-realization.
3. Explore various meditation techniques and their physiological, psychological, and spiritual implications.
4. Understand the relevance and application of Yoga and meditation in modern wellness practices and scientific research.

**Learning Outcomes**

After the completion of the course, the students will:

1. Explain and relate the philosophical foundations of Yoga to broader Indian philosophical systems and traditions.
2. Differentiate and critically assess major schools of Yoga in terms of their approaches to self-development and liberation.
3. Analyze and evaluate diverse meditation and breath-control practices for their philosophical intent and practical efficacy.
4. Investigate and interpret the contemporary relevance of Yoga and meditation within mental health, wellness, and scientific research contexts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.11 | Philosophy of Yoga and Meditation | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Yoga and Meditation.** **Credit 1**

- **Yoga and Indian Philosophy:** Overview of the origins and development of Yoga within the broader Indian philosophical landscape, especially its ties to Vedanta and Samkhya systems.
- **Meditation in Indian Thought:** Study of meditative concepts as presented in the *Upanishads* and *Bhagavad Gita*, focusing on the inner journey and realization of the self.

**Unit II Classical Systems of Yoga.** **Credit 1**

- **Raja Yoga:** Exploration of Patanjali's *Yoga Sutras*, including the eight limbs (Ashtanga Yoga) and the path toward self-realization.

- **Karma Yoga:** Understanding selfless action (*nishkama karma*) as taught in the *Bhagavad Gita*, and its role in personal and spiritual development.
- **Bhakti Yoga:** The path of devotion, surrender, and love as a meditative and transformative practice.

**Unit III Meditation Techniques. Credit 1**

- Types of Meditation: Comparative understanding of *Dhyana* (silent contemplation), *Mantra* meditation (chanting), and *Trataka* (focused gazing).
- Pranayama: The science of breath regulation, its connection to energy control (*prana*), and its supportive role in meditation.

**Unit IV Modern Applications of Yoga and Meditation. Credit 1**

- Yoga in Modern Life: Examination of Yoga's spread to the West, its adaptation in wellness culture, and its role in addressing stress, anxiety, and physical health.
- Scientific Studies: Overview of recent research on meditation's effects on brain function, emotional regulation, and overall well-being.
- Yoga as therapy: Case studies and integrative approaches.

**Essential/Recommended Readings/Texts:**

1. Sri Aurobindo – *The Yoga of Wisdom,* A philosophical treatise exploring integral Yoga and the synthesis of knowledge, action, and devotion.
2. Ramakrishna Paramhansa – *The Science of Yoga,* An accessible exploration of yogic principles and their real-world implications.
3. Swami Sivananda – *Hatha Yoga Pradipika* (Translation), A classical text outlining physical postures, breath control, and their place in the yogic path.
4. Eknath Easwaran / Swami Sivananda – *The Upanishads*, Foundational spiritual texts that underpin meditative philosophy in Indian thought.

**Difficulty Level 200-299**

**Credits – 4**
**Hours - 60**

## Major 2.12: Religious Texts and Rituals in Sanskrit

**Course Objectives**

1. Introduce students to major religious texts in Sanskrit and their philosophical significance.
2. Provide an understanding of Vedic and Puranic rituals in both historical and practical contexts.
3. Examine the continued relevance and adaptation of Sanskrit rituals in modern religious practices.
4. Explore the philosophical foundations that underlie Sanskrit rituals and connect them to broader Indian thought.

**Learning Outcomes**

After the completion of the course, the students will:

1. Identify and contextualize major Sanskrit religious texts including the Vedas, Upanishads, Bhagavad Gita, and Puranas.
2. Describe key Vedic and Puranic rituals and their significance in traditional Hindu practice.
3. Analyze the role of Sanskrit in contemporary religious rituals both in India and globally.
4. Relate religious rituals to their philosophical foundations within Indian spiritual traditions.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.12 | Religious Texts and Rituals in Sanskrit | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Sanskrit Religious Texts.** **Credit 1**

- Overview of Key Texts: Introduction to the Vedas, Upanishads, *Bhagavad Gita*, and major Puranas.
- Philosophical Foundations: Exploration of how these texts articulate central Indian philosophical concepts such as dharma, moksha, and karma.

**Unit II Vedic Texts and Rituals.** **Credit 1**

- Vedic Literature: Study of the four Vedas — *Rigveda*, *Yajurveda*, *Samaveda*, and *Atharvaveda* — and their samhitas and brahmanas.
- Ritual Practices: Examination of core Vedic rituals such as yajnas (sacrificial offerings), recitation of mantras, and the role of the priesthood.

**Unit III Puranas and Hindu Worship Rituals.** **Credit 1**

- The Puranas: Study of selected texts such as the *Vishnu Purana* and *Bhagavata Purana*; understanding mythological narratives and theological themes.

- Hindu Worship Practices: Temple rituals, pujas, vratas (vows), and religious festivals; how mythology informs ritual structures and symbolism.

**Unit IV Contemporary Rituals in Sanskrit. Credit 1**

- Modern Practice: How Sanskrit is used in daily worship, life-cycle ceremonies (samskaras), and community rituals today.
- Global Dimensions: Spread and adaptation of Sanskrit-based rituals in the global Hindu diaspora; impact on yoga communities and interfaith practices.

**Essential/Recommended Readings/Texts:**

1. M. N. Srinivas – *The Philosophy of Ritual*, A sociological and philosophical exploration of ritual practices within Indian society.
2. David Knipe – *Rituals of Hinduism,* A comprehensive guide to Hindu rituals with focus on their symbolic, performative, and cultural dimensions.
3. C. Rajagopalachari – *Bhagavata Purana,* A readable and philosophical narrative of the Puranic stories centered on Lord Vishnu and his avatars.
4. Eknath Easwaran – *The Vedas,* A translation and interpretation of Vedic hymns for a modern audience.
5. S. N. Dasgupta – *Vedic Rituals,* A detailed and scholarly analysis of Vedic ritual practices and their meanings.

**Difficulty Level 200-299**

**Credits – 4**
**Hours - 60**

## Major 2.13: Introduction to Nāṭyaśāstra

**Course Objectives**

1. Provide an introduction to the *Nāṭyaśāstra* and its cultural and historical significance in Indian tradition.
2. Understand the contribution of Bharata Muni to the development of classical Indian performing arts, including drama, dance, and music.
3. Familiarize students with the structure, contents, and aesthetic theories of the *Nāṭyaśāstra*.
4. Explore core concepts such as *rasa*, *bhāva*, *abhinaya*, and *stagecraft* and their influence on Indian classical performance.

**Learning Outcomes**

After the completion of the course, the students will:

1. Describe the historical context and cultural importance of the *Nāṭyaśāstra* in Indian arts.
2. Explain the contributions of Bharata Muni to classical performance theory and practice.
3. Identify and interpret key concepts including *rasa*, *bhāva*, and the four types of *abhinaya*.
4. Analyze the structure of the *Nāṭyaśāstra* and its influence on theatre, dance, and music traditions in India.
5. Recognize the significance of *ranga* (stage) and technical elements of performance as described in the text.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.13 | Introduction to Nāṭyaśāstra | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Nāṭyaśāstra.** **Credit 1**

- Overview of the *Nāṭyaśāstra* and its historical-cultural context.
- Authorship and mythic origins: Bharata Muni and the divine origin of drama.
- Influence on Indian performing arts – drama, music, and dance.
- Structure and scope: Overview of the major Adhyāyas (chapters).

**Unit II Rasa and Bhāva.** **Credit 1**

- Concept of *Rasa* (aesthetic sentiment) – the Nāva Rasas (Nine Rasas)
- Relationship between *Bhāva* (emotional state) and *Rasa.*
- Role of *Rasa* in theatrical and dance performances.
- The aesthetic experience: From actor to audience.

**Unit III Abhinaya (Acting Techniques)** **Credit 1**

- The four types of *Abhinaya*:
  - *Āṅgika* (physical expression)
  - *Vācika* (verbal expression)
  - *Āhārya* (costume and appearance)
  - *Sāttvika* (emotional/spiritual expression)
- Use of *mudrās* (gestures) and facial expressions.
- Practical applications of *Abhinaya* in classical dance and theatre.

**Unit IV Music, Dance, and Stagecraft. Credit 1**

- Role of *Gāndharva* music in performance
- Influence of *Nāṭyaśāstra* on classical dance forms such as Bharatanatyam, Kathak, etc.
- Stage design (*Ranga*), props, costumes, and makeup
- Technical aspects of performance: lighting, sound, and actor placement.

**Essential/Recommended Readings/Texts:**

1. *Nāṭyaśāstra* by Bharata Muni (translated by M. L. Varadpande or K. K. Aziz)
2. *Nāṭyaśāstra: A Textbook of Indian Classical Theatre* by Manmohan Ghosh
3. *Indian Aesthetics: An Introduction* by V. Raghavan
4. *The Theory of Rasa in Indian Aesthetics* by E. Sreedharan
5. *The Nāṭyaśāstra and Its Influence on Indian Theatre* by G. K. Suri

**Difficulty Level 200-299**

**Credits – 4**
**Hours - 60**

**(Tourism Majors)**

## Major 2.14: Introduction to Travel Technology

**Course Objectives:**

1. Introduce Travel Technology: Familiarize students with modern tools and digital platforms in tourism and hospitality.
2. Explore Booking Systems: Study airline, hotel, and tour booking software and their functionalities.
3. Understand Online Travel Platforms: Learn about OTA (Online Travel Agencies), GDS (Global Distribution Systems), and travel apps.
4. Apply Technology in Tourism: Enable students to use travel software for itinerary planning, reservations, and customer management.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain various travel technologies and their importance in tourism operations.
2. Use online booking and reservation systems efficiently.
3. Analyze the functionality of OTAs and GDS platforms.
4. Develop digital travel itineraries using software tools.
5. Demonstrate basic skills in tourism-related technology tools.
6. Evaluate emerging trends like AI, virtual tours, and digital customer engagement.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.14 | Introduction to Travel Technology | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Travel Technology**. **Credit 1**

- Definition and scope of travel technology.
- Evolution of digital tools in tourism.
- Role of technology in hospitality, transport, and tour operations.
- Trends in digital tourism and smart travel solutions.

**Unit II Booking Systems**. **Credit 1**

- Airline reservation systems (PSS, GDS).
- Hotel property management systems (PMS).
- Tour booking software and itinerary planners.
- Hands-on practice: Making sample bookings and reservations.

**Unit III Online Travel Platforms.** **Credit 1**

- Overview of OTAs (Expedia, MakeMyTrip, Booking.com).
- Functionality and integration with GDS.

- Travel apps for customers and operators.
- Case studies: Online travel platform success stories.

**Unit IV Emerging Technologies in Tourism.** **Credit 1**

- Virtual tours, AR/VR experiences, and AI in tourism.
- Mobile apps, chatbots, and digital customer service.
- Data analytics and travel insights.
- Future trends in travel technology.

**Essential/Recommended Readings/Texts:**

1. Buhalis, D., *eTourism: Information Technology for Strategic Tourism Management*
2. Law, R., *Handbook of e-Tourism*
3. Cantoni, L., *Information and Communication Technologies in Tourism*
4. Sigala, M., *Social Media in Travel, Tourism and Hospitality*
5. Ricci, F., *Recommender Systems Handbook (Tourism Applications)*

**Difficulty Level 200-299**

**Credits – 4**
**Hours - 60**

## Major 2.15: Tourism Economics and Policy

**Course Objectives:**

1. Introduce Tourism Economics: Study economic principles applied to tourism.
2. Understand Tourism Policy: Examine government regulations, tourism planning, and policies.
3. Analyze Tourism Market Dynamics: Study demand, supply, pricing, and trends.
4. Apply Economic Tools: Use economic models to assess tourism performance and development.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Define tourism economics and explain its significance.
2. Analyze economic factors affecting tourism demand and supply.
3. Explain tourism policies and regulatory frameworks.
4. Evaluate the impact of government interventions on tourism growth.
5. Interpret tourism market trends using economic tools.
6. Recommend policy and economic measures for sustainable tourism development.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.15 | Tourism Economics and Policy | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Tourism Economics.** **Credit 1**

- Definition and scope of tourism economics.
- Economic contribution of tourism to GDP, employment, and foreign exchange.
- Tourism as a service industry.

**Unit II Demand and Supply in Tourism.** **Credit 1**

- Factors influencing tourism demand: income, price, seasonality.
- Tourism supply: services, attractions, infrastructure.
- Elasticity of demand and tourism consumption patterns.

**Unit III Tourism Policy and Planning.** **Credit 1**

- National and regional tourism policies.
- Government institutions in tourism development.
- Planning, regulation, and public-private partnerships.

**Unit IV Economic Analysis and Market Trends.** **Credit 1**

- Pricing strategies and market segmentation.
- Impact of taxation, subsidies, and incentives.
- Case studies: Tourism policies and economic outcomes in selected countries.

**Essential/Recommended Readings/Texts:**

1. Archer, B., *The Economics of Tourism*
2. Cooper, C., *Tourism: Principles and Practice*
3. Stabler, M., *Tourism and Economic Development*
4. Goeldner, C., *Tourism: Principles, Practices, Philosophies*
5. Hall, C.M., *Tourism Planning: Policies and Issues*

**Difficulty Level 200-299**

**Credits – 4**
**Hours - 60**

## Major 2.16: Tourism Risk and Safety Management

**Course Objectives:**

1. Introduce Risk and Safety Concepts: Familiarize students with the nature and types of risks associated with tourism activities and destinations.
2. Understand Safety Protocols: Develop knowledge of health, safety, and emergency procedures in tourism operations.
3. Study Disaster Management: Examine strategies for crisis prevention, preparedness, and response in the tourism sector.
4. Enhance Security Awareness: Explore issues related to tourist safety, law enforcement, and destination security management.
5. Apply Risk Management Tools: Train students to design risk assessment plans and implement safety strategies in tourism enterprises.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Identify the risks in tourism- natural, operational, political, and health-related.
2. Demonstrate knowledge of safety standards and emergency management systems.
3. Analyze case studies of tourism crises and disaster response mechanisms.
4. Develop practical risk management plans for tourism businesses and destinations.
5. Assess destination security issues and propose preventive strategies.
6. Integrate sustainability and resilience in tourism safety practices.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.16 | Tourism Risk and Safety Management | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Risk and Safety in Tourism.** **Credit 1**

- Concept and definition of risk and safety in tourism.
- Classification of risks: natural, human-made, health, and political.
- Importance of safety management in the tourism industry.
- Global trends and risk perceptions among tourists.

**Unit II Safety Protocols and Standards.** **Credit 1**

- Safety regulations in accommodation, transport, and adventure tourism.
- Occupational health and safety (OHS) standards in tourism operations.
- Emergency procedures: fire safety, first aid, evacuation plans.
- Role of insurance in travel and tourism risk mitigation.

**Unit III Disaster Management in Tourism.** **Credit 1**

- Concept and phases of disaster management: mitigation, preparedness, response, recovery.
- Natural disasters (earthquakes, floods, pandemics) and their impact on tourism.

- Crisis communication and media management during disasters.
- Case studies: COVID-19, tsunamis, and other major tourism crises.

**Unit IV Destination Security and Risk Planning, Credit 1**

- Destination security and tourist protection measures.
- Law enforcement, local governance, and international security guidelines.
- Risk assessment frameworks and contingency planning.
- Designing a Tourism Safety and Risk Management Plan for destinations or tour companies.

**Essential / Recommended Readings / Texts:**

1. Faulkner, B. (2001). *Towards a Framework for Tourism Disaster Management.* Tourism Management.
2. Wilks, J. & Page, S. (2003). *Managing Tourist Health and Safety in the New Millennium.* Pergamon.
3. Glaesser, D. (2006). *Crisis Management in the Tourism Industry.* Butterworth-Heinemann.
4. Pforr, C. & Hosie, P. (2008). *Crisis Management in Tourism.* CABI.
5. Ritchie, B. (2009). *Crisis and Disaster Management for Tourism.* Channel View Publications.
6. Hall, C. M. (2010). *Tourism and Crisis: Managing the Effects of Climate Change and Disasters.* Routledge.
7. World Tourism Organization (UNWTO). *Tourism Risk Management Guidelines.*

# THIRD YEAR: MAJOR PAPERS

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## SEMESTER – 5

## (Sanskrit Majors)

## Major 3.1: Advanced Sanskrit Literary Texts

**Course Objectives:**

1. To explore major literary genres in Sanskrit, including epic, drama, lyric poetry and philosophical prose.
2. To analyze the structure, themes and philosophical content of the Mahābhārata and Rāmāyaṇa.
3. To examine classical Sanskrit drama and poetry, especially the works of Kālidāsa, through the lens of aesthetic theory.
4. To study selected philosophical prose texts and commentaries to understand their literary and intellectual contributions.
5. To develop skills in Sanskrit literary criticism and textual analysis through guided readings and discussions.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Analyze and interpret key classical Sanskrit texts across various genres.
2. Apply literary techniques and aesthetic theories such as *Rasa*, *Bhāva* and *Vibhāva* in textual analysis.
3. Evaluate the philosophical, ethical and literary dimensions of Sanskrit epics and prose.
4. Identify and explain stylistic and structural elements in epic, drama and philosophical literature.
5. Engage critically with Sanskrit commentarial traditions and classical literary criticism.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.1 | Advanced Sanskrit Literary Texts | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Classical Sanskrit Literature.** **Credit 1**

- Overview of Sanskrit literary history: Major periods (Vedic, Epic, Classical) and genres.
- Key literary forms: Epic (*Itihāsa*), drama (*Nāṭaka*), lyrical poetry (*Kāvya*) and philosophical prose.
- Stylistic and rhetorical features in classical Sanskrit: *Alaṅkāra*, *Rīti* and *Dhvani*.

**Unit II Epic Literature and Philosophical Texts.** **Credit 1**

- Thematic and structural study of the Mahābhārata and Rāmāyaṇa.
- Concepts of Dharma, Karma and Bhakti in epic narratives.

- Philosophical passages: Analysis of the Bhagavad Gītā, Yudhishthira's dilemmas and other key episodes.

**Unit III Classical Sanskrit Drama and Poetic Works. Credit 1**

- Study of Kālidāsa's Abhijñānaśākuntalam, Meghadūta and Raghuvaṃśa.
- Aesthetic principles: Rasa theory, Bhāva, Vibhāva, Anubhāva and Sañcārī Bhāvas.
- Dramatic construction: Plot structure, character development and performance contexts.

**Unit IV Prose and Philosophical Literature. Credit 1**

- Selected prose texts: Mīmāṃsā Sūtra, Brahma Sūtra and Tattvabodha.
- Philosophical exposition and narrative techniques in classical Sanskrit prose.
- Commentarial traditions and their role in Sanskrit literary and philosophical discourse.

**Essential/Recommended Readings/Texts:**

1. Hiriyanna, M. (1952). *Sanskrit literary tradition*. Mysore University.
2. Raghavan, V. (1956). *History of Sanskrit literature*. Annamalai University.
3. Jaimini. (1961). *Mīmāṃsā Sūtra* (Ganganatha Jha, Trans.; selections). Oriental Books Reprint. (Original work published ca. 3rd–2nd century BCE)
4. Śaṅkarācārya, Ā. (1971). *Tattvabodha* (S. Suryanarayana Sastri, Trans. & Comm.). Samata Books.
5. Kālidāsa. (1984). *Abhijñānaśākuntalam* (M. R. Kale, Trans. & Ed.). Motilal Banarsidass. (Original work published ca. 4th–5th century CE)
6. Kālidāsa. (1986). *Meghadūta* (C. R. Devadhar, Trans.). Motilal Banarsidass. (Original work published ca. 4th–5th century CE)

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Major 3.2: Sanskrit Linguistics

**Course Objectives:**

1. To introduce the foundational concepts of Sanskrit linguistics, including phonetics, morphology and syntax.
2. To examine the structure and significance of Pāṇini's Aṣṭādhyāyī and its impact on grammatical traditions.
3. To analyze Sanskrit phonology with a focus on sound changes such as sandhi, vṛddhi and guṇa.
4. To explore the application of modern linguistic theories to Sanskrit analysis.
5. To compare Sanskrit with other Indo-European languages through a historical and comparative linguistic lens.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Understand and explain key linguistic features of Sanskrit.
2. Analyze the rules and system of Pāṇini's *Aṣṭādhyāyī*.
3. Apply modern linguistic models (e.g., generative grammar) to Sanskrit data.
4. Demonstrate knowledge of Sanskrit's place in the Indo-European language family.
5. Critically evaluate the interplay between traditional and modern linguistic perspectives.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.2 | Sanskrit Linguistics | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Sanskrit Linguistics.** **Credit 1**

- Key concepts: Overview of phonetics, morphology, syntax in the context of Sanskrit.
- Introduction to the Indian grammatical tradition.
- Role and structure of Pāṇini's *Aṣṭādhyāyī*.
- The relevance of Sanskrit grammar to linguistic science.

**Unit II Phonetics and Phonology.** **Credit 1**

- Sanskrit phonetics: Classification and articulation of sounds (vowels, consonants)
- Phonological processes: *Sandhi*, *Vṛddhi*, *Guṇa* and their grammatical functions.
- Historical phonology: Sound changes and phonological evolution in Sanskrit.

**Unit III Morphology and Syntax.** **Credit 1**

- Word formation: Roots (*dhātus*), suffixes (*pratyayas*) and inflectional systems.
- Syntax: Sentence construction, case roles (*kāraka* theory), word order flexibility.
- Examples from classical Sanskrit texts and Pāṇinian grammar.

**Unit IV Modern Theories and Applications.** **Credit 1**

- Application of generative grammar and structural linguistics to Sanskrit.
- Theoretical insights from transformational grammar and semantics.
- Comparative linguistics: Sanskrit in relation to Indo-European languages (e.g., Latin, Greek)
- Contributions of Sanskrit to the development of modern linguistics.

**Essential/Recommended Readings/Texts:**

1. Burrow, T. (1955). The Sanskrit language (2nd ed.). London: Faber & Faber.
2. Staal, J. F. (1963). Sanskrit phonetics. The Hague: Mouton.
3. Srivastava, J. N. (1969). Introduction to Sanskrit linguistics. Lucknow University.
4. Sharma, R. K. (1987). Theoretical aspects of Sanskrit grammar. Delhi: Motilal Banarsidass.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Major 3.3: Sanskrit Manuscripts and Paleography

**Course Objectives:**

1. To introduce students to the types and cultural significance of Sanskrit manuscripts.
2. To examine the historical evolution of Sanskrit scripts and their regional variations.
3. To equip students with the ability to read and interpret ancient Sanskrit manuscripts.
4. To teach methods of preservation and conservation of manuscripts.
5. To introduce textual criticism and the creation of critical editions of Sanskrit texts.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Identify different types of Sanskrit manuscripts and understand their historical contexts.
2. Recognize and decode key ancient scripts used in Sanskrit manuscripts.
3. Apply practical methods for manuscript handling and preservation.
4. Utilize textual criticism in evaluating manuscript variants and producing critical editions.
5. Appreciate the role of digital technologies in manuscript archiving and research.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.3 | Sanskrit Manuscripts and Paleography | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Manuscripts.** **Credit 1**

- Types of Sanskrit manuscripts: Palm leaf, birch bark, paper manuscripts, copper plates.
- Importance of manuscripts in the study of Sanskrit literature and culture.
- Basic principles of manuscript preservation and conservation.
- Institutional archives: An overview of manuscript collections in India.

**Unit II Evolution of Sanskrit Scripts.** **Credit 1**

- Historical development of scripts: From *Brāhmī* and *Kharoṣṭhī* to modern Devanagari.
- Regional scripts: Grantha, Śāradā, Modi, Bengali, Tamil scripts, etc.
- Paleographical techniques: Analyzing script forms and identifying chronological layers.
- Dating manuscripts based on script style.

**Unit III Reading and Decoding Manuscripts.** **Credit 1**

- Manuscript layout: Margins, colophons, pagination and annotation systems.

- Scribal conventions: Ligatures, abbreviations and orthographic practices.
- Techniques for deciphering manuscripts in multiple scripts.
- Practical reading of sample facsimiles and replicas of ancient manuscripts.

**Unit IV Modern Approaches.** **Credit 1**

- Digitization of Sanskrit manuscripts: Tools, platforms and standards.
- Digital manuscript libraries: Access and research strategies.
- Basics of textual criticism: Apparatus, recension, stemmatics and critical editions.
- Challenges in editing and publishing Sanskrit texts.

**Essential/Recommended Readings/Texts:**

1. Sukthankar, V. S. Manuscriptology.
2. Nilakanta Sastri, K. A. Sanskrit paleography.
3. De, S. K. Sanskrit manuscripts and their preservation.
4. Subrahmanyam, P. S. Digital preservation of Sanskrit texts.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Major 3.4: Sanskrit Drama and Its Influence on World Theatre

**Course Objectives:**

1. To introduce the foundational elements of Sanskrit drama and its classical roots.
2. To explore Bharata's Nāṭya-śāstra and its contributions to theatrical theory and performance.
3. To analyze the global influence of Sanskrit drama, particularly on Western theatrical traditions.
4. To examine contemporary reinterpretations of Sanskrit drama in modern performance contexts.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Understand and explain the key concepts and structures of classical Sanskrit drama.
2. Interpret the theoretical foundations laid by the *Nāṭya-śāstra* and its performance implications.
3. Identify cross-cultural influences between Sanskrit and world theatre traditions.
4. Engage with modern adaptations and assess the relevance of Sanskrit drama in contemporary settings.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.4 | Sanskrit Drama and Its Influence on World Theatre | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Sanskrit Drama.** **Credit 1**

- Origins and evolution of Sanskrit theatre in ancient India.
- Key playwrights and works: Kālidāsa, Bhāsa, Śūdraka and others.
- *Nāṭya-śāstra*: Authorship, structure and significance in performance theory.
- Themes, character archetypes and cultural context in Sanskrit plays.

**Unit II Structure and Elements of Sanskrit Drama.** **Credit 1**

- Theoretical elements: *Rasa*, *Bhāva*, *Vibhāva*, *Sañcārī* and *Sthāyī Bhāva.*
- Dramatic structure: Plot development, acts (*ankas*) and types of plays (*Nāṭaka*, *Prahasana*, etc.)
- Performance techniques: Use of gesture (*abhinaya*), music, costume and stagecraft.
- Classical acting traditions and audience reception in ancient India.

**Unit III Influence of Sanskrit Drama on World Theatre.** **Credit 1**

- Comparative drama: Sanskrit and Greek tragedy/comedy.

- Rasa theory vs. Western dramatic theory (Aristotle's *Poetics*, Brechtian epic theatre)
- Influence of Sanskrit aesthetics on modern playwrights (e.g., Brecht, Shakespeare, Peter Brook)
- Cross-cultural performance: Case studies of intercultural theatre adaptations.

**Unit IV Contemporary Reinterpretations of Sanskrit Drama. Credit 1**

- Modern theatre and Sanskrit adaptations: Indian and global perspectives.
- Case studies: Modern stagings of *Śākuntalam*, *Urubhaṅga* and others.
- Digital and interdisciplinary approaches in Sanskrit drama today.
- The future of Sanskrit theatre: Pedagogy, performance and preservation in the global context.

**Essential/Recommended Readings/Texts:**

1. Raghavan, V. The Sanskrit drama.
2. Jha, G. N. Kalidasa's plays: A study in rasa.
3. Dutt, M. N. Sanskrit drama and Western theatre.
4. Das, R. K. Reinterpreting rasa in contemporary theatre.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

**(Tourism Majors)**

## Major 3.5: Culinary Tourism

**Course Objectives:**

1. To introduce the concept and scope of culinary tourism within the global travel industry.
2. To explore regional and international food cultures as central tourism experiences.
3. To examine emerging trends in gastronomic tourism including experiential and ethical travel.
4. To develop basic skills in promoting and managing sustainable culinary tourism initiatives.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the historical, cultural, and economic significance of food in tourism.
2. Identify and describe major culinary destinations and tourism experiences.
3. Analyze contemporary trends such as food festivals, slow food, and food-based storytelling.
4. Apply principles of sustainability and marketing to culinary tourism planning.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.5 | Culinary Tourism | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Culinary Tourism.** **Credit 1**

- Definition, evolution, and scope of culinary tourism.
- Relationship between food, identity, and travel.
- Key stakeholders (chefs, tourists, tour operators, producers, local communities)
- Concepts: gastronomy, foodways, terroir, experiential tourism.

**Unit II Global and Regional Food Cultures.** **Credit 1**

- Overview of renowned culinary regions: India, Japan, Italy, Mexico, France.
- Influence of local ingredients, traditions, and food history.
- Street food, heritage cuisines, and farm-to-table practices.
- Cultural etiquette and rituals around dining in different regions.

**Unit III Culinary Tourism Experiences & Trends.** **Credit 1**

- Popular culinary experiences: food trails, tastings, workshops, chef-led tours.
- Events and festivals: Kumbh Mela food culture, Oktoberfest, Napa Valley Wine Festival.
- Agritourism, organic food tourism, and the rise of vegan/plant-based experiences.
- Case examples of immersive culinary journeys.

**Unit IV Marketing & Sustainability in Culinary Tourism. Credit 1**

- Storytelling, food blogs, influencer marketing, and culinary branding.
- Challenges: food waste, over-commercialization, cultural misappropriation.
- Principles of ethical food tourism and community benefit.
- Case studies: Kerala Spice Trails, Tuscany Wine Tours, Thai Culinary Schools.

**Essential/Recommended Readings/Texts:**

1. Long, L. M. (Ed.). (2004). *Culinary Tourism*. University Press of Kentucky.
2. Hall, C. M., et al. (2004). *Food Tourism Around the World*. Routledge.
3. Hall, C. M. (2013). *Wine, Food, and Tourism Marketing*. Routledge.
4. Hall, C. M., & Gössling, S. (2016). *Food Tourism and Regional Development*.
5. Park, E., Kim, S., & Yeoman, I. (2019). *Food Tourism in Asia*. Springer.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Major 3.6: Heritage and Cultural Preservation

**Course Objectives**

1. To introduce the concept and categories of cultural heritage and their value in tourism.
2. To examine practical methods and policies used for preserving both tangible and intangible heritage.
3. To analyze the collaborative roles of communities, institutions, and governments in heritage conservation.
4. To explore sustainable tourism approaches that respect and protect cultural resources.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Define and distinguish between tangible and intangible cultural heritage.
2. Evaluate heritage preservation tools and legal frameworks.
3. Understand community-based heritage practices and ethical concerns.
4. Recommend sustainable heritage tourism practices based on global and local case studies.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.6 | Heritage and Cultural Preservation | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Understanding Cultural Heritage.** **Credit 1**

- Definitions and significance of cultural heritage.
- Types: Tangible (Monuments, Buildings, Artifacts) and Intangible (Oral Traditions, Rituals, Crafts)
- UNESCO World Heritage Sites and cultural designations.
- Major threats: climate change, urban development, neglect, and mass tourism.

**Unit II Heritage Conservation Techniques.** **Credit 1**

- Basic principles of conservation, restoration, and documentation.
- Tools: archaeology, museum curation, and digital preservation.
- Legal and institutional frameworks (e.g., UNESCO World Heritage Convention, ICOMOS, ASI regulations)
- Role of technology: 3D mapping, virtual museums, GIS.

**Unit III Community Involvement in Heritage Preservation.** **Credit 1**

- Indigenous and traditional knowledge in heritage protection.
- Community-based tourism models and local empowerment.
- Authenticity vs. commercialization in heritage tourism.
- Cultural sensitivity and ethical storytelling.

**Unit IV Sustainable Heritage Tourism.** **Credit 1**

- Strategies for managing visitor impact and protecting fragile sites.
- Integration of heritage preservation into tourism planning.
- Case studies: Hampi (India), Petra (Jordan), Kyoto (Japan)
- Best practices in interpretation, signage, capacity control, and revenue-sharing.

**Essential/Recommended Readings/Texts:**

1. Smith, M. K., & Richards, G. (Eds.). (2013). *The Routledge Handbook of Cultural Tourism*. Routledge.
2. Babu, K. V., & Gade, J. (Eds.). (2014). *Tourism in India (Vol. 1)*. Zenon Academic Publishing.
3. Smith, M. K. (2015). *Issues in Cultural Tourism Studies*. Routledge.
4. Du Cros, H., & McKercher, B. (2020). *Cultural Tourism*. Routledge.
5. Dixit, S. K. (Ed.). (2020). *Tourism in Asian Cities*. Routledge.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Major 3.7: Event Management in Tourism

**Course Objectives:**

1. To introduce the fundamental concepts and significance of event management within the tourism sector.
2. To develop core skills for planning, organizing, and managing tourism-related events.
3. To understand the contribution of events to tourism destination marketing and visitor engagement.
4. To familiarize students with risk assessment, financial planning, and sustainable event practices.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the importance and types of events within the tourism industry.
2. Design and manage a tourism event with proper logistical, financial, and operational planning.
3. Apply marketing and branding strategies for effective event promotion.
4. Implement safety, legal, and sustainability measures in tourism event execution.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.7 | Event Management in Tourism | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Event Management in Tourism.** **Credit 1**

- Definition and scope of event management in tourism.
- Types of tourism events: festivals, cultural fairs, conferences, exhibitions, sports events.
- Role of events in economic development, destination branding, and cultural exchange.

**Unit II Planning and Organizing Tourism Events.** **Credit 1**

- Concept development and feasibility assessment.
- Event budgeting and financial planning.
- Venue selection, vendor management, permits, and logistics coordination.
- Team roles and time management in event execution.

**Unit III Marketing and Promotion of Tourism Events.** **Credit 1**

- Event branding, identity creation, and sponsorship acquisition.
- Use of digital tools: social media campaigns, influencer marketing, event websites.
- Marketing metrics: KPIs, ROI, attendance tracking, and feedback evaluation.

**Unit IV Risk Management and Sustainable Event Practices. Credit 1**

- Risk analysis, legal compliance, and safety protocols.
- Crisis and contingency planning for tourism events.
- Sustainable event practices: waste reduction, carbon footprint minimization, community engagement.
- Green certifications and eco-friendly partnerships.

**Essential/Recommended Readings/Texts:**

1. Raj, R., & Musgrave, J. (2009). *Event Management and Sustainability*. CABI.
2. Anderson, J. L. (2010). *Event Management Simplified*. Author House.
3. Allen, J., Harris, R., & Jago, L. (2022). *Festival & Special Event Management*. John Wiley & Sons.
4. Bladen, C., et al. (2022). *Events Management: An Introduction*. Routledge.
5. Bowdin, G. A., et al. (2023). *Events Management*. Routledge.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

**SEMESTER – 6**

**(Snaskrit Majors)**

**Major 3.8: Sanskrit Texts on Law and Ethics**

**Course Objectives:**

1. To introduce foundational Sanskrit texts on law and ethics, such as the Manusmṛti and Arthaśāstra.
2. To analyze ethical and legal principles articulated in ancient Indian literature.
3. To compare traditional Indian legal frameworks with Western legal theories.
4. To explore the application of classical ethical ideas to contemporary legal and societal contexts.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Comprehend the core concepts of law, justice and dharma in Sanskrit texts.
2. Critically analyze the philosophical and ethical underpinnings of ancient Indian jurisprudence.
3. Compare ancient Indian legal systems with modern and Western legal traditions.
4. Apply insights from Sanskrit law and ethics to modern legal, social and governance challenges.
5. Analyze the key legal, political and ethical principles of Kauṭilya's Arthaśāstra, including concepts of justice, pragmatism and daṇḍanīti.
6. Compare and contrast ancient Indian legal thought with Western traditions, focusing on natural law, rights, justice and the relationship between dharma and secular law.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.8 | Sanskrit Texts on Law and Ethics | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Ancient Indian Law and Ethics.** **Credit 1**

- Overview of key legal texts: *Manusmṛti*, *Yājñavalkya Smṛti*, *Narada Smṛti.*
- Historical and cultural context of Dharmaśāstra literature.
- Central concepts: Dharma, legal order (*vyavahāra*), punishment (*daṇḍa*) and social duties (*āśrama-dharma*)
- Ethical hierarchy and the concept of justice.

**Unit II Manusmṛti and Ethical Framework.** **Credit 1**

- Structure and themes of the *Manusmṛti*: Varna, *āśrama*, duties and law.
- Legal and moral regulations: Civil, criminal and familial codes.

- Ethical debates and controversies: Gender, caste and social order.
- Contemporary critiques and reinterpretations (e.g., Ambedkar, Vivekananda)

**Unit III Arthaśāstra and Governance. Credit 1**

- *Kauṭilya's Arthaśāstra*: Overview and significance.
- Legal principles: State law vs. customary law, law and economics.
- Justice, pragmatism and political ethics in governance.
- The *daṇḍanīti* (theory of punishment) and legal administration.

**Unit IV Comparative Analysis and Contemporary Relevance. Credit 1**

- Ancient Indian vs. Western legal thought: Natural law, rights and justice.
- Dharma vs. secular law: Philosophical and practical contrasts.
- Role of classical legal texts in modern Indian law and constitutional debates.
- Relevance of Indian ethical models in contemporary politics, governance and social justice.

**Essential/Recommended Readings/Texts:**

1. Vivekananda, S., & Radhakrishnan, S. Manusmṛti [Commentaries].
2. Shamasastry, R. (Trans.). The Arthaśāstra of Kauṭilya.
3. Kane, P. V. The Dharmashāstra of Yājñavalkya.
4. Matilal, B. K. Indian legal thought: From the Manusmṛti to the present.
5. Joshi, S. R. The ethics of governance.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Major 3.9: A Translation and Interpretation (with focus on Nāṭyaśāstra)

**Course Objectives:**

1. To examine the role of translation in preserving and adapting classical texts like the Nāṭyaśāstra.
2. To introduce major translation theories and methods relevant to classical Sanskrit.
3. To address challenges in rendering culturally rich terms such as Abhinaya, Rasa, and Bhāva.
4. To explore modern interpretations of the Nāṭyaśāstra in contemporary performance arts.
5. To provide hands-on experience in translating and applying Nāṭyaśāstra concepts in live performance contexts.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Understand the importance of translation in the transmission of Sanskrit aesthetics.
2. Apply appropriate translation theories and practices to classical Sanskrit texts.
3. Translate key aesthetic and technical terms from the *Nāṭyaśāstra* while maintaining cultural fidelity.
4. Analyze and critique modern performances that adapt *Nāṭyaśāstra* principles.
5. Demonstrate interpretive skills by applying textual concepts in performance-based settings.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.9 | A Translation and Interpretation (with focus on Nāṭyaśāstra) | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Translation and Interpretation.** **Credit 1**

- The function and importance of translation in classical studies.
- Specific challenges in translating the *Nāṭyaśāstra*.
- Structure, style and Sanskrit language of the *Nāṭyaśāstra.*
- Classical vs. modern readership: Bridging the interpretive gap.

**Unit II Translation Theories and Methods.** **Credit 1**

- Overview of translation theories: Literal, free, dynamic equivalence and cultural translation.
- Cultural transposition and semantic loss in key aesthetic terms (*Rasa*, *Abhinaya*, *Bhāva*)
- Fidelity vs. functionality: Translation ethics and choices in classical literature.

**Unit III Interpretation in Modern Contexts.** **Credit 1**

- Role of interpretive translation in contemporary performance: Dance, drama and music.

- Case studies of performances adapting *Nāṭyaśāstra* concepts.
- Bridging classical theory with modern artistic expression.

**Unit IV Practical Application in Performance.** **Credit 1**

- Translating selected *Nāṭyaśāstra* excerpts for performance purposes.
- Workshops and group projects on dramatizing translated segments.
- Critical reflection on translation choices and performative outcomes.
- Performance lab: Staging excerpts with interpreted content.

**Essential/Recommended Readings/Texts:**

1. Varadpande, M. L. Nāṭyaśāstra (English translation).
2. Raghavan, V. The rasa theory.
3. Pradhan, N. S. Indian theatre: Tradition and modernity.
4. Raghavan, N. Abhinaya darpana (English translation).
5. Sastri, S. K. Rasa and the Indian theatre.
6. Awasthi, S. K. S. (Ed.). Translation as transculturation: Indian perspectives.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Major 3.10: Sanskrit Writing Skills

**Course Objectives:**

1. To build foundational skills in Sanskrit grammar, syntax and script.
2. To develop proficiency in written expression through essays, letters and narratives.
3. To introduce creative writing in classical poetic forms (śloka) and prose.
4. To enhance the ability to translate, edit, and refine Sanskrit texts for clarity and style.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Write grammatically correct and stylistically appropriate Sanskrit texts.
2. Compose structured essays, letters, narratives and descriptive prose.
3. Create original Sanskrit poetry and literary compositions with aesthetic sensitivity.
4. Translate between Sanskrit and English and perform editorial revisions of Sanskrit writing.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.10 | Sanskrit Writing Skills | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Sanskrit Writing.** **Credit 1**

- Basic grammar and syntax for writing purposes.
- Overview of the Sanskrit script: rules of writing and pronunciation.
- Punctuation, sentence construction and usage norms.
- Common writing mistakes and how to avoid them.

**Unit II Composition Technique.** **Credit 1**

- Practice in essay writing: Descriptive and analytical topics.
- Personal and formal letter writing in Sanskrit.
- Narrative writing: Fables, historical accounts and daily events.
- Structuring paragraphs and transitions between ideas.

**Unit III Literary Forms and Poetry.** **Credit 1**

- Fundamentals of poetic meters (chandas) and rules of śloka composition.
- Writing ślokas based on traditional themes: nature, ethics, devotion.
- Prose writing: Descriptive, reflective and philosophical prose.
- Role of *Rasa*, *Alankara* and literary aesthetics in composition.

**Unit IVAdvanced Writing and Translation.** **Credit 1**

- Translation exercises: Sanskrit to English and English to Sanskrit.
- Writing summaries, paraphrases and abstracts in Sanskrit.
- Editing and stylistic refinement: Clarity, coherence and correctness.

- Peer-review and collaborative writing exercises.

**Essential/Recommended Readings/Texts:**

1. Whitney, W. D. Sanskrit grammar.
2. Kale, M. R. Sanskrit composition.
3. Kane, P. V. The art of Sanskrit writing.
4. Rhys Davids, T. W. The Sanskrit language.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Major 3.11: Cultural Studies

**Course Objectives:**

1. To introduce students to the interdisciplinary field of Cultural Studies and its historical development.
2. To explore major theorists and concepts related to culture, power, identity and ideology.
3. To analyze how ideology and power operate in cultural and media contexts.
4. To investigate the representation of race, gender and identity in cultural texts and practices.
5. To examine the impact of globalization on cultural identities, practices and industries.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Define and explain the foundational principles and scope of Cultural Studies.
2. Apply critical theories to analyze cultural texts, media and practices.
3. Examine the roles of power, ideology and hegemony in cultural production.
4. Critically engage with representations of race, gender and identity.
5. Assess how globalization shapes and transforms cultural identities and expressions.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.11 | Cultural Studies | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Cultural Studies.** **Credit 1**

- Definition, evolution and interdisciplinary nature of Cultural Studies.
- Contributions of Raymond Williams, Stuart Hall, Edward Said.
- Concepts of culture, power and identity.
- Role of media and popular culture in shaping public consciousness.

**Unit II Ideology, Power and Hegemony.** **Credit 1**

- Ideological theory: Louis Althusser and Antonio Gramsci.
- Hegemony and cultural institutions.
- The function of media in constructing consent and resistance.
- Cultural reproduction and social control.

**Unit III Race, Gender and Identity.** **Credit 1**

- Critical race theory: Frantz Fanon, Homi Bhabha.
- Gender performativity: Judith Butler; feminist critiques: bell hooks.
- Intersectionality and cultural representation.
- Media portrayals and the politics of identity.

**Unit IV Globalization and Cultural Change.** **Credit 1**

- Theories of globalization: Arjun Appadurai's "scapes", Manuel Castells.
- Cultural imperialism, hybridity and localization.

- Transnational media flows and diasporic identity.
- Case studies: Bollywood's global influence, the rise of K-pop and digital subcultures.

**Essential/Recommended Readings/Texts:**

1. Roy, A. Culture and imperialism.
2. Sen, A. The argumentative Indian.
3. Trivedi, H., & Mukherjee, M. (Eds.). Postcolonial studies: A reader.
4. Naipaul, V. S. India: A wounded civilization.
5. Mukherjee, M. The Indian English novel: Nation, narration and the *state.*

**Recommended Supplementary Texts**:

1. Hall, S. Representation: Cultural representations and signifying practices.
2. Williams, R. Keywords: A vocabulary of culture and society.
3. hooks, b. Ain't I a woman? Black women and feminism.
4. Bhabha, H. K. The location of culture.
5. Fanon, F. Black skin, white masks.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

**(Tourism Majors)**

## Major 3.12: Destination Planning and Development

**Course Objectives:**

1. To introduce students to the fundamental principles and processes of destination planning and development.
2. To understand the key elements, stakeholders, and frameworks involved in destination management.
3. To examine destination life cycle models and strategies for sustainable tourism development.
4. To evaluate successful national and international case studies in destination planning and governance.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the concepts, stages, and models of destination planning and development.
2. Identify and analyze the roles of stakeholders in destination governance and policy formulation.
3. Apply sustainability principles and community-based approaches in destination development.
4. Assess destination competitiveness and propose strategies for effective marketing and branding.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.12 | Destination Planning and Development | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Destination Planning.** **Credit 1**

- Definition, nature, scope, and significance of destination planning.
- Components of a tourism destination: attractions, accessibility, amenities, accommodation, and ancillary services (the 5 A's).
- Concepts of destination image, carrying capacity, and competitiveness.
- Importance of integrated planning in destination management and regional development.

**Unit II Destination Development Process.** **Credit 1**

- Phases of destination development: exploration, involvement, development, consolidation, stagnation, and rejuvenation (Butler's TALC Model).
- Physical and infrastructural planning: transport, accommodation, utilities, and urban design.

- Role of government, private sector, and public–private partnerships (PPP) in destination development.
- Economic, environmental, and cultural considerations in destination expansion.

**Unit III Stakeholders and Sustainable Development. Credit 1**

- Identification and classification of destination stakeholders: tourists, local communities, entrepreneurs, NGOs, government bodies, and tourism boards.
- Community-based tourism and participatory planning models.
- Principles and practices of sustainable tourism development.
- Environmental impact assessment (EIA) and tools for sustainable destination governance.

**Unit IV Destination Marketing and Case Studies. Credit 1**

- Destination branding and positioning strategies.
- Role of digital media, social networks, and influencer marketing in destination promotion.
- Crisis management and resilience building in destination planning.
- Case studies: Kerala Responsible Tourism Mission (India), Bhutan's High-Value–Low-Volume Model, and Bali Sustainable Tourism Initiative.

**Essential/Recommended Readings/Texts:**

1. Inskeep, E. (1991). *Tourism Planning: An Integrated and Sustainable Development Approach*. Van Nostrand Reinhold.
2. Gunn, C. A., & Var, T. (2002). *Tourism Planning: Basics, Concepts, Cases*. Routledge.
3. Ritchie, J. R. B., & Crouch, G. I. (2003). *The Competitive Destination: A Sustainable Tourism Perspective*. CABI.
4. Dredge, D., & Jenkins, J. (2007). *Tourism Planning and Policy*. John Wiley & Sons.
5. Morrison, A. M. (2023). *Marketing and Managing Tourism Destinations*. Routledge.

**Additional Readings:**

1. Hall, C. M. (2008). *Tourism Planning: Policies, Processes and Relationships*. Pearson Education.
2. Camilleri, M. A. (Ed.). (2024). *Tourism Planning and Destination Marketing*. Emerald Publishing.
3. UNWTO (Latest Reports). *Guidelines on Sustainable Destination Management*.
4. Ministry of Tourism, Government of India. *Incredible India Destination Management Framework*.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Major 3.13: Tourism Entrepreneurship and Start-up Management

**Course Objectives:**

1. To introduce the principles and practices of entrepreneurship within the travel and tourism industry.
2. To develop understanding of business models, start-up processes, and innovation in tourism services.
3. To familiarize students with the financial, marketing, and managerial aspects of tourism enterprises.
4. To encourage creative and sustainable entrepreneurial initiatives in hospitality, events, and eco-tourism sectors.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the core concepts of entrepreneurship and start-up development in tourism.
2. Identify opportunities for innovation and value creation in different tourism sectors.
3. Prepare basic business plans, marketing strategies, and financial frameworks for tourism ventures.
4. Evaluate challenges and success factors influencing tourism entrepreneurship in the global and Indian contexts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.13 | Tourism Entrepreneurship and Start-up Management | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Tourism Entrepreneurship.** **Credit 1**

- Definition, nature, and characteristics of entrepreneurship.
- Importance of entrepreneurship in the tourism and hospitality industry.
- Types of entrepreneurs: lifestyle, social, and eco-entrepreneurs.
- Entrepreneurial ecosystem in tourism: support agencies, incubation centers, and policies.
- Case examples of successful tourism entrepreneurs.

**Unit II Business Ideation and Planning.** **Credit 1**

- Identifying and assessing opportunities in tourism sectors (hospitality, travel, events, adventure, and wellness).
- Feasibility analysis and market research.
- Components of a tourism business plan: mission, vision, objectives, strategy, and operations.
- Business model innovation: B2C, B2B, and digital platforms.
- Risk analysis and contingency planning.

**Unit III Financing and Marketing of Tourism Start-ups. Credit 1**

- Sources of finance: self-funding, venture capital, angel investors, government schemes.
- Financial planning: budgeting, break-even analysis, and revenue forecasting.
- Basics of tourism marketing and branding.
- Role of digital marketing, social media, and influencer engagement in promoting tourism start-ups.
- Sustainable and ethical marketing practices.

**Unit IV Managing and Sustaining Tourism Enterprises. Credit 1**

- Organizational structure and human resource management in tourism start-ups.
- Leadership, innovation, and service quality management.
- Legal and regulatory framework: licensing, taxation, and intellectual property.
- Growth strategies: scaling, diversification, and franchising.
- Case studies: MakeMyTrip, Airbnb, Thrillophilia, and Incredible India initiatives.

**Essential/Recommended Readings/Texts:**

1. Morrison, A. (2006). *Entrepreneurship in the Hospitality, Tourism and Leisure Industries*. Butterworth-Heinemann.
2. Thomas, R., & Augustyn, M. (2007). *Tourism and Entrepreneurship: International Perspectives*. Routledge.
3. Hjalager, A. M., & Richards, G. (Eds.). (2017). *Tourism and Innovation*. Routledge.
4. Roy, A., & Tiwari, S. (2020). *Tourism Entrepreneurship: Concepts and Cases*. Kanishka Publishers.
5. Bagri, S. C., & Dhodi, R. K. (2022). *Entrepreneurship Education in Tourism and Hospitality Management*. IGI Global.

**Additional Readings:**

1. Shane, S. (2010). *The Illusions of Entrepreneurship: The Costly Myths That Entrepreneurs, Investors, and Policy Makers Live By*. Yale University Press.
2. Dutta, S. (2023). *Start-Up Ecosystem in India: Opportunities and Challenges in Tourism Sector*. Sage Publications.
3. Ministry of Tourism, Government of India. *Tourism Start-up and Innovation Guidelines* (latest edition).
4. Reports from NITI Aayog, Startup India, and UNWTO on Tourism Entrepreneurship and Innovation.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Major 3.14: Digital Marketing and E-Tourism

**Course Objectives:**

1. To introduce the concepts and tools of digital marketing in the context of the travel and tourism industry.
2. To understand the structure, trends, and technologies that drive e-tourism and online travel services.
3. To develop skills in digital branding, content creation, and data-driven marketing for tourism businesses.
4. To explore the role of artificial intelligence, analytics, and social media in enhancing tourist engagement and destination visibility.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the principles and practices of digital marketing and e-tourism.
2. Design digital marketing strategies for tourism destinations, agencies, and hospitality brands.
3. Utilize online tools, social media platforms, and web analytics for tourism promotion.
4. Evaluate the impact of emerging technologies such as AI, AR/VR, and e-commerce on travel experiences and management.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.14 | Digital Marketing and E-Tourism | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Digital Marketing and E-Tourism. Credit 1**

- Concept, nature, and scope of e-tourism and digital marketing.
- Evolution of e-tourism: from online booking to smart tourism ecosystems.
- Digitalization of tourism services: OTAs (Online Travel Agencies), meta-search engines, and travel aggregators.
- Advantages, challenges, and future of digital transformation in tourism.

**Unit II Online Branding and Content Marketing. Credit 1**

- Destination image building through digital storytelling and branding.
- Website design and usability for tourism promotion.
- Content marketing: blogs, videos, podcasts, and influencer collaborations.
- SEO (Search Engine Optimization) and SEM (Search Engine Marketing) in tourism marketing.
- Email marketing and online reputation management.

**Unit III Social Media and Data Analytics in Tourism. Credit 1**

- Role of social media platforms (Facebook, Instagram, YouTube, X/Twitter, LinkedIn, Pinterest) in tourism promotion.
- Social media campaign design, engagement metrics, and influencer marketing.

- Online consumer behavior and digital customer journey mapping.
- Google Analytics and data-driven decision-making for tourism enterprises.
- Case studies of social media-led destination success stories.

**Unit IV Emerging Technologies and E-Commerce in Tourism. Credit 1**

- Artificial intelligence in tourism: chatbots, personalized recommendations, and predictive analytics.
- Augmented and Virtual Reality (AR/VR) applications for destination marketing and virtual tours.
- Mobile applications and location-based services for travelers.
- E-commerce and digital payment systems in tourism transactions.
- Future trends: blockchain, smart tourism cities, and digital sustainability practices.

**Essential/Recommended Readings/Texts:**

1. Buhalis, D., & Law, R. (2008). *Progress in Information Technology and Tourism Management: 20 Years On and 10 Years After the Internet*. Tourism Management, Elsevier.
2. Kotler, P., Bowen, J. T., & Makens, J. (2016). *Marketing for Hospitality and Tourism*. Pearson Education.
3. Egger, R., Yu, H., & Maurer, C. (2020). *Tourism Management in the Digital Age*. Springer.
4. Kaur, G. (2021). *Digital Marketing Strategies in Tourism and Hospitality*. IGI Global.
5. Hudson, S. (Ed.). (2022). *The Routledge Handbook of Tourism Marketing*. Routledge.

**Additional Readings:**

1. Gretzel, U., Sigala, M., Xiang, Z., & Koo, C. (2015). *Smart Tourism: Foundations and Developments*. Springer.
2. Xiang, Z., & Fesenmaier, D. R. (Eds.). (2017). *Analytics in Smart Tourism Design: Concepts and Methods*. Springer.
3. Ministry of Tourism, Government of India. *Digital India Initiatives in Tourism* (latest edition).
4. UNWTO Reports on *E-Tourism and Digital Transformation in Travel and Hospitality* (latest editions).

# FOURTH YEAR: MAJOR PAPERS

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## SEMESTER – 7

## (Sanskrit Majors)

## Major 4.1: Sanskrit for Competitive Exams

**Course Objectives:**

1. To build a solid foundation in Sanskrit grammar and syntax with a focus on exam readiness.
2. To enhance vocabulary through systematic study of roots, prefixes, suffixes and commonly used words.
3. To improve reading comprehension and translation skills through practice passages.
4. To familiarize students with culturally significant Sanskrit texts often referenced in examinations.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Demonstrate command over essential Sanskrit grammar rules and sentence construction.
2. Recognize and utilize vocabulary, roots and derivations relevant to competitive exams.
3. Accurately comprehend and translate Sanskrit passages.
4. Identify major Sanskrit texts and understand their significance in Indian intellectual traditions.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.1 | Sanskrit for Competitive Exams | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Basic Grammar and Syntax.** **Credit 1**

- Parts of speech in Sanskrit: Nouns, pronouns, adjectives and verbs.
- Sentence construction and common syntactical rules.
- Conjugation of verbs and declension of nouns across genders and numbers.

**Unit II Vocabulary and Word Formation.** **Credit 1**

- Study of Sanskrit dhātus (roots) and their applications.
- Prefixes (upasargas) and suffixes (pratyayas): rules and usage.
- Vocabulary lists for synonyms (paryāya), antonyms (viparītaśabda) and compound words (samāsa)

**Unit III Comprehension and Translation.** **Credit 1**

- Reading practice: short to medium-length Sanskrit passages.
- Translation techniques: Sanskrit to English and English to Sanskrit.

- Identification of grammatical forms, meaning and context.

**Unit IV Important Texts and Cultural Context. Credit 1**

- Introduction to significant Sanskrit texts: Bhagavad Gita, Upanishads and Puranas.
- Summary and thematic understanding of selected verses and excerpts.
- Cultural, ethical and philosophical importance of classical texts in Indian heritage.

**Essential/Recommended Readings/Texts:**

1. Ghosh, A. M. A practical grammar of the Sanskrit language.
2. Iyer, K. R. S. Sanskrit subhashitas.
3. Apte, V. S. Sanskrit for beginners.
4. Gupta, S. P. Vedic Sanskrit: A study in the early history of the language.
5. Sharma, R. C. Sanskrit made easy for competitive exams.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Major 4.2: Sanskrit in Modern India

**Course Objectives:**

1. To understand the historical and cultural evolution of Sanskrit.
2. To explore the role of Sanskrit in modern education and contemporary society.
3. To examine the influence of Sanskrit literature in the modern period, particularly its connection to nationalism.
4. To analyze the applications of Sanskrit in media and technology.
5. To evaluate Sanskrit's impact on modern Indian identity and its place in global discourse.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Have a comprehensive understanding of the historical evolution of Sanskrit and its cultural significance.
2. Examine the role of Sanskrit in modern education, governance and social discourse in India.
3. Critically analyze modern Sanskrit literature and its nationalist influence.
4. Understand the contemporary uses of Sanskrit in media, technology and global communication.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.2 | Sanskrit in Modern India | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Historical Context of Sanskrit.** **Credit 1**

- **Evolution of Sanskrit**: From Vedic to Classical Sanskrit.
- **Colonial Influence**: Decline during British rule and post-Independence revival efforts.
- **Sanskrit's Cultural Role**: Its significance in literature, religion and governance in ancient and medieval India.

**Unit II Sanskrit in Modern Indian Society.** **Credit 1**

- **Role in Education**: Sanskrit in schools, universities and cultural institutions.
- **Cultural Significance**: Influence of Sanskrit on national identity, Indian ethos and social discourse.
- **Language Politics**: Sanskrit's mention in the Constitution, its place in regional language debates and its role in language preservation movements.

**Unit III Modern Sanskrit Literature.** **Credit 1**

- **Contemporary Sanskrit Literature**: Study of modern poetry, drama and key authors who revived or contributed to Sanskrit literature in the modern era.

- **Nationalism and Sanskrit** : The role of Sanskrit in the Indian independence movement and its nationalist appeal.
- **Translation Efforts** : Initiatives to translate classical Sanskrit texts for modern audiences.

**Unit IV Sanskrit in Media and Technology. Credit 1**

- **Sanskrit in Media** : Presence and influence of Sanskrit in digital platforms, newspapers and broadcasts.
- **Technology** : The application of Sanskrit in Artificial Intelligence, mobile apps and digital archives.
- **Revival Efforts** : Contemporary initiatives to integrate Sanskrit into global discourse, including efforts by international institutions and digital platforms.

**Essential/Recommended Readings/Texts:**

1. Macdonell, A. A. Sanskrit and its place in Indian culture.
2. Chatterjee, P. K. Language and politics in India.
3. Chaturvedi, V. K. Modern Sanskrit literature.
4. Lal, K. S. Sanskrit and the Internet.
5. Fernando, L. A. D. Sanskrit in the modern world.
6. Dube, A. S. Indian nationalism and Sanskrit literature.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Major 4.3: Indian Philosophy and Culture

**Course Objectives:**

1. To introduce key philosophical concepts in Indian thought.
2. To explore classical philosophical systems such as Vedanta, Nyaya and Sankhya.
3. To analyze the interplay between philosophy, culture and ethics in Indian traditions.
4. To examine the contributions of modern Indian philosophers to contemporary thought.
5. To evaluate the relevance of Indian philosophy in modern contexts.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Grasp core Indian philosophical concepts such as Atman, Brahman, Karma, Moksha and Dharma.
2. Understand the major classical systems of Indian philosophy, including Vedanta, Nyaya and Sankhya.
3. Explore the impact of Indian philosophy on culture, ethics and societal life.
4. Critically analyze the contributions of modern Indian philosophers like Gandhi, Aurobindo and Vivekananda.
5. Evaluate the contemporary relevance of Indian philosophy in addressing modern challenges.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.3 | Indian Philosophy and Culture | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Indian Philosophy.** **Credit 1**

- **Core Concepts**: Atman (Self), Brahman (Absolute Reality), Karma (Action and its consequences), Moksha (Liberation), Dharma (Righteousness)
- **Vedic and Upanishadic Philosophy**: Understanding the foundational texts, their impact on Indian thought and the emergence of core ideas in Indian spirituality and metaphysics.

**Unit II Classical Systems of Indian Philosophy.** **Credit 1**

- **Vedanta**: Different schools—Advaita (Non-dualism), Vishishtadvaita (Qualified non-dualism), Dvaita (Dualism). Philosophical teachings and their implications on the nature of reality and liberation.
- **Nyaya**: The system of logic and epistemology—knowledge, valid sources of knowledge and methods of reasoning.
- **Sankhya**: Understanding the duality of Purusha (Consciousness) and Prakriti (Material Nature). Philosophical and metaphysical contributions.

**Unit III Indian Culture and Philosophy.** **Credit 1**

- **Dharma and Ethics**: The philosophical foundation of personal and societal duties, moral conduct and the role of ethics in maintaining order in life.
- **Indian Arts**: Influence of Indian philosophy on various art forms—music, dance, sculpture and architecture. Philosophy's role in shaping rituals, ceremonies and cultural expressions.

**Unit IV Modern Interpretations.** **Credit 1**

- **Modern Thinkers**: Contributions of Mahatma Gandhi, Sri Aurobindo and Swami Vivekananda to modern Indian thought and their interpretations of ancient philosophy in the contemporary world.
- **Contemporary Relevance**: Examining the application of Indian philosophical ideas in addressing issues of modernity, society, politics and spirituality in present-day India.

**Essential/Recommended Readings/Texts:**

1. Dasgupta, S. A history of Indian philosophy.
2. Radhakrishnan, S. Vedanta: A philosophy of liberation.
3. The Bhagavad Gita (Selected chapters).
4. Narayan, J. P. Gandhi's philosophy and the quest for truth.
5. Gupta, N. K. The philosophy of Sri Aurobindo.
6. Vivekananda, S. The complete works of Swami Vivekananda.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Major 4.4: A Sanskrit in Computational Linguistics

**Course Objectives:**

1. To introduce key philosophical concepts in Indian thought.
2. To explore classical philosophical systems such as Vedanta, Nyaya and Sankhya.
3. To analyze the interplay between philosophy, culture and ethics in Indian traditions.
4. To examine the contributions of modern Indian philosophers to contemporary thought.
5. To evaluate the relevance of Indian philosophy in modern contexts.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Gain a solid understanding of computational linguistics and its relevance to Sanskrit.
2. Be able to apply parsing techniques for analyzing Sanskrit syntax.
3. Understand and perform computational analysis of Sanskrit morphology.
4. Use NLP tools to process Sanskrit text, including translation, analysis and retrieval.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.4 | A Sanskrit in Computational Linguistics | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Computational Linguistics.** **Credit 1**

- **Overview of Computational Linguistics**: Introduction to the field, its scope and applications to natural languages, with a specific focus on Sanskrit.
- **Basic Linguistic Concepts**: Phonology, morphology, syntax, semantics and their computational relevance.
- **Historical Development of Sanskrit in Computational Linguistics**: Early work on Sanskrit computational models, the importance of Sanskrit in linguistic computing and key milestones.

**Unit II Sanskrit Syntax and Parsing Techniques.** **Credit 1**

- **Sanskrit Syntactic Structure**: Basic principles of Sanskrit syntax and sentence formation, including word order and case relations.
- **Parsing Techniques**: Introduction to rule-based and statistical parsing methods used in Sanskrit.
- **Syntax Tree Generation**: Techniques for generating syntax trees for Sanskrit sentences using computational methods, including phrase structure grammars.

**Unit III Morphological Analysis and Word Representation.** **Credit 1**

- **Morphological Analysis of Sanskrit**: Understanding stems, affixes, inflections and the complexities of Sanskrit morphology.

- **Computational Models**: Techniques for word segmentation, lemmatization and analysis of morphological features.
- **Representation of Sanskrit Words in Computational Models**: How Sanskrit words are represented computationally, including vector space models and embeddings.

**Unit IV Natural Language Processing (NLP) for Sanskrit. Credit 1**

- **Applications of NLP in Sanskrit**: Text analysis, machine translation, sentiment analysis and information retrieval in Sanskrit.
- **Machine Learning Models for Sanskrit**: Exploration of supervised and unsupervised models for Sanskrit language processing.
- **Challenges and Advancements**: Addressing challenges in building NLP tools for Sanskrit, including linguistic complexity, limited resources and advancements in NLP research for Sanskrit.

**Essential/Recommended Readings/Texts:**

1. Abhyankar, K. V. Introduction to Sanskrit linguistics.
2. Suryanarayana, S. S. Sanskrit computational linguistics: Current state and future directions.
3. Sreedhar, K. M. K. Indian linguistics and computational applications.
4. Deshpande, P. S. Sanskrit syntax and semantics.
5. Sharma, R. K. Computational methods in Sanskrit linguistics and language processing.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Major 4.5: Advanced Textual Analysis and Critical Thinking

**Course Objectives:**

1. To analyze complex literary and cultural texts using advanced critical thinking skills.
2. To apply theoretical frameworks such as Marxism, Feminism and Postcolonialism to interpret and critique texts.
3. To evaluate arguments, biases and evidence in texts across multiple genres.
4. To produce analytical writing that demonstrates depth, clarity and interdisciplinary insight.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Identify logical inconsistencies and rhetorical strategies in various texts.
2. Apply literary and cultural theory to critically interpret complex works.
3. Conduct genre-based and intertextual analysis of literary texts and films.
4. Write clear, coherent and critical responses to diverse forms of literature and media.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.5 | Advanced Textual Analysis and Critical Thinking | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Critical Thinking and Textual Analysis.** **Credit 1**

- Introduction to critical thinking: reasoning, argumentation and logical consistency.
- Identifying bias, assumptions and fallacies in written and spoken texts.
- Techniques of analytical reading and argument construction.

**Unit II Theoretical Approaches to Textual Analysis.** **Credit 1**

- Overview of key literary and cultural theories:
  - Marxism (class, ideology, material conditions)
  - Feminism (gender, patriarchy, voice)
  - Postcolonialism (colonial legacy, representation, hybridity)
- Application of theory to diverse texts.

**Unit III Genre-Based Analysis of Creative Texts.** **Credit 1**

- Textual conventions in poetry, drama and fiction.
- Genre expectations and subversions.
- Thematic and structural analysis.

**Unit IV Advanced Evaluation of Extended Texts.** **Credit 1**

- Close reading and holistic critique of long-form texts.
- Comparative analysis across media (e.g., novel vs. film)

- Final project: analytical essay or multimedia presentation.

**Essential/Recommended Readings/Texts:**

1. Coppola, F. F. (Director). (1972). *The Godfather* [Film]. Paramount Pictures.
2. Kahneman, D. *Thinking, fast and slow*.
3. Weston, A. *A rulebook for arguments*.
4. Said, E. *Orientalism*.
5. Gilbert, S., & Gubar, S. *The madwoman in the attic*.
6. Roy, A. *The god of small things*.
7. Rushdie, S. *Midnight's children*.
8. Fitzgerald, F. S. *The great Gatsby*.
9. Shakespeare, W. *Hamlet*.
10. Rilke, R. M. *Selected poems*.
11. Austen, J. *Pride and prejudice*.
12. Ibsen, H. *A doll's house*.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

**(Tourism Majors)**

## Major 4.6: Hospitality and Customer Relationship Management in Tourism

**Course Objectives:**

1. To introduce the principles and practices of hospitality management within the tourism industry.
2. To understand customer relationship management (CRM) concepts and their role in service excellence.
3. To develop professional skills for effective guest handling, communication, and complaint resolution.
4. To explore the use of technology and data analytics for building customer loyalty and satisfaction in hospitality and tourism enterprises.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the key concepts and components of hospitality and customer relationship management.
2. Demonstrate professional and cross-cultural communication skills in the context of guest service.
3. Apply strategies for customer retention, service quality improvement, and experience personalization.
4. Utilize CRM software and digital tools for enhancing operational efficiency and customer engagement.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.6 | Hospitality and Customer Relationship Management in Tourism | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Hospitality Management.** **Credit 1**

- Concept, nature, and scope of hospitality within the tourism industry.
- Evolution and growth of the hospitality sector: hotels, resorts, cruises, and homestays.
- Core elements of hospitality: service, comfort, courtesy, and guest satisfaction.
- The role of hospitality in destination image and tourism development.

**Unit II Fundamentals of Customer Relationship Management.** **Credit 1**

- Definition, scope, and importance of CRM in tourism and hospitality.
- Components of CRM: customer acquisition, retention, and loyalty.
- CRM cycle and customer life value (CLV) concept.
- Difference between transactional and relationship marketing approaches.
- Service recovery and handling guest complaints effectively.

**Unit III Service Quality and Guest Experience Management. Credit 1**

- Understanding service quality: SERVQUAL model and measurement techniques.
- Designing memorable guest experiences through personalization and innovation.
- Cross-cultural communication and intercultural sensitivity in tourism.
- Emotional intelligence and empathy in guest relations.
- Case studies on best practices in customer-centric hospitality management.

**Unit IV Technology and Digital CRM Applications. Credit 1**

- CRM software tools and applications: Salesforce, HubSpot, and Amadeus CRM.
- Role of data analytics, AI, and automation in customer relationship enhancement.
- Use of digital feedback systems and online review management.
- E-CRM and mobile-based customer engagement platforms.
- Future trends: smart hospitality, chatbots, and predictive analytics in tourism services.

**Essential/Recommended Readings/Texts:**

1. Kandampully, J., Mok, C., & Sparks, B. (2001). *Service Quality Management in Hospitality, Tourism, and Leisure*. Routledge.
2. Kotler, P., Bowen, J. T., & Makens, J. (2016). *Marketing for Hospitality and Tourism*. Pearson Education.
3. Sigala, M. (2018). *Social Media and Customer Engagement in the Hospitality Industry*. IGI Global.
4. Zeithaml, V. A., Bitner, M. J., & Gremler, D. D. (2018). *Services Marketing: Integrating Customer Focus Across the Firm*. McGraw Hill.
5. Kandampully, J. (2019). *Service Management: The New Paradigm in Hospitality*. Pearson Education.

**Additional Readings:**

1. Lovelock, C., & Wirtz, J. (2016). *Services Marketing: People, Technology, Strategy*. Pearson Education.
2. Hudson, S., & Hudson, L. (2017). *Customer Experience Management in Hospitality and Tourism*. Goodfellow Publishers.
3. Chathoth, P., & Altinay, L. (Eds.). (2018). *Hospitality Management and Organisational Behaviour*. Routledge.
4. UNWTO (2022). *Global Guidelines on Hospitality and Service Excellence*.
5. Ministry of Tourism, Government of India. *Hospitality and Skill Development Initiatives* (latest reports).

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Major 4.7: Wellness and Health Tourism

**Course Objectives:**

1. To introduce students to the concepts, evolution and scope of wellness and health tourism globally and in India.
2. To examine the cultural, economic and policy frameworks supporting wellness tourism.
3. To explore various wellness modalities, traditional healthcare practices and integrative approaches in tourism.
4. To develop skills in designing, managing and promoting wellness tourism experiences ethically and sustainably.
5. To encourage critical analysis of the impact of wellness tourism on health outcomes, local communities and the environment.

**Learning outcomes:**

After the completion of the course, the students will:

1. Demonstrate knowledge of global and Indian wellness and health tourism trends, history and classifications.
2. Analyze the role of cultural heritage, Ayurveda, Yoga, spa therapies and alternative medicine in wellness tourism.
3. Evaluate policies, regulations and ethical frameworks that govern wellness tourism.
4. Compare different models of wellness tourism, including medical tourism, spiritual retreats and eco-wellness tourism.
5. Design sustainable wellness tourism programs that balance health outcomes, customer satisfaction and socio-environmental responsibility.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.7 | Wellness and Health Tourism | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Wellness and Health Tourism. Credit 1**

- Definition, scope and evolution of wellness tourism globally and in India.
- Relationship between health, wellness and tourism.
- Categories of wellness tourism: preventive, curative, recreational, spiritual and medical.
- Wellness tourism stakeholders: tourists, providers and policymakers.

**Unit II Wellness Practices and Traditional Healthcare Systems. Credit 1**

- Ayurveda, Yoga, Naturopathy and Siddha in wellness tourism.
- Spa therapies, meditation and holistic health programs.

- Integrative approaches combining modern medicine and traditional practices.
- Case studies of successful wellness resorts and destinations in India and abroad.

**Unit III Economic, Cultural and Policy Perspectives. Credit 1**

- Economic significance and market trends of wellness tourism.
- Cultural heritage and its role in wellness experiences (pilgrimage, spiritual tourism).
- Government policies, regulations and accreditation standards for wellness tourism in India.
- Ethical considerations, sustainability and community impact.

**Unit IV Management, Marketing and Future Trends. Credit 1**

- Designing wellness tourism products: retreats, resorts and medical packages.
- Marketing strategies, branding and digital promotion for wellness destinations.
- Evaluating customer satisfaction, service quality and health outcomes.
- Emerging trends: eco-wellness tourism, tech-enabled wellness and global best practices.

**Essential/Recommended Readings/Texts:**

1. Hudson, S., & Ritchie, J. R. B. (2006). Promoting Destinations via Wellness and Health Tourism. Journal of Travel Research, 45(2), 123–134.
2. Smith, M., & Puczkó, L. (2014). Health and Wellness Tourism. Routledge.
3. Sood, R. (2019). Ayurveda and Wellness Tourism in India. Springer.
4. Hall, C. M. (2020). Wellness Tourism: Theory and Practice. Channel View Publications.
5. Government of India. (2021). National Strategy for Wellness Tourism. Ministry of Tourism, India.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Major 4.8: Tourism Risk and Safety Management

**Course Objectives:**

1. To introduce students to the concepts, frameworks and scope of risk and safety management in tourism.
2. To examine different types of risks in tourism, including natural, technological, health and security-related hazards.
3. To explore strategies and policies for mitigating risks and ensuring safety for tourists, destinations and tourism operators.
4. To develop skills in planning, emergency response and crisis management within tourism contexts.
5. To encourage critical analysis of ethical, legal and sustainability considerations in tourism risk management.

**Learning outcomes:**

After the completion of the course, the students will:

1. Demonstrate knowledge of risk types, risk assessment methods and safety standards in tourism.
2. Analyze case studies of tourism-related accidents, crises and disaster events.
3. Evaluate safety and security policies at local, national and international levels.
4. Apply risk management tools to plan safe tourism experiences and destinations.
5. Design emergency response, crisis management and contingency plans for tourism operations.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.8 | Tourism Risk and Safety Management | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Tourism Risk and Safety.** **Credit 1**

- Definition and scope of tourism risk and safety management.
- Types of risks: natural disasters, health risks, political instability, technological hazards.
- Risk perception, tourist behavior and vulnerability assessment.
- Key stakeholders in tourism safety: government, tourism operators, local communities.

**Unit II Risk Assessment and Management Strategies.** **Credit 1**

- Risk identification, analysis and evaluation in tourism contexts.
- Safety standards and international guidelines (e.g., ISO, UNWTO frameworks).
- Risk mitigation strategies: prevention, preparedness, response and recovery.

- Case studies of risk management in adventure tourism, cruise tourism and urban tourism.

**Unit III Crisis Management and Emergency Planning. Credit 1**

- Principles of crisis and emergency management in tourism.
- Communication strategies during crises and disasters.
- Role of technology in risk monitoring and early warning systems.
- Scenario-based exercises: evacuation, medical emergencies and natural disaster response.

**Unit IV Legal, Ethical and Sustainable Perspectives. Credit 1**

- Legal responsibilities of tourism operators and destinations.
- Ethical considerations in risk disclosure and safety management.
- Sustainable risk management and minimizing environmental and social impacts.
- Emerging trends: pandemic management, cyber risks in tourism and resilience planning.

**Essential/Recommended Readings/Texts:**

1. Swarbrooke, J. (2002). Sustainable Tourism Management. CABI Publishing.
2. Ritchie, B. W. (2004). Chaos, Crises and Disasters: A Strategic Approach to Crisis Management in the Tourism Industry. Tourism Management, 25(6), 669–683.
3. Cooper, C., Fletcher, J., Fyall, A., Gilbert, D., & Wanhill, S. (2008). Tourism: Principles and Practice (Risk & Safety Chapters). Pearson Education.
4. Pizam, A., & Mansfeld, Y. (2016). Tourism, Security and Safety: From Theory to Practice. Routledge.
5. UNWTO. (2021). Tourism Safety and Security Guidelines. United Nations World Tourism Organization.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

**SEMESTER - 8**

**(Sanskrit Majors)**

**Major 4.9: Ayurveda and Sanskrit**

**Course Objectives:**

1. To introduce students to the foundational concepts of Ayurveda within its philosophical and historical context.
2. To equip students with essential Sanskrit grammar and vocabulary required for reading Ayurvedic texts.
3. To familiarize students with core concepts of Ayurvedic diagnosis and treatment.
4. To develop the ability to translate, interpret and critically engage with classical Ayurvedic Sanskrit literature.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Demonstrate a foundational understanding of Ayurvedic philosophy, particularly Tridosha and Panchamahabhuta theories.
2. Identify and interpret Sanskrit shlokas relevant to Ayurveda with grammatical and contextual accuracy.
3. Apply classical Ayurvedic principles to basic diagnostic and treatment scenarios.
4. Translate selected passages from Ayurvedic texts with insight into their cultural and medical significance.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.9 | Ayurveda and Sanskrit | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Ayurveda and Its Foundations.** **Credit 1**

- **Themes**: Historical origins, the philosophical basis of Ayurveda (Darshanas), Tridosha (Vata, Pitta, Kapha), Panchamahabhuta (five elements).
- **Texts**: Selections from *Charaka Samhita* (Sutra Sthana), *Ashtanga Hridaya* (first few chapters).

**Unit II Sanskrit Language for Ayurvedic Study.** **Credit 1**

- **Themes**: Basic grammar (nouns, verbs, compounds), sentence construction.
- **Skills**: Identifying roots and affixes in Ayurvedic terminology; understanding shlokas in context.
- **Texts**: Vocabulary and grammar practice from *Charaka Samhita* and *Sushruta Samhita*.

**Unit III Ayurvedic Concepts in Practice.** **Credit 1**

- **Themes**: Concepts of health and disease (Swasthya, Vikara), Diagnosis (Nidana) and Treatment (Chikitsa).
- **Methods**: Case-based discussions; practical illustrations of Ayurvedic application.
- **Texts**: Applied readings from *Ashtanga Hridaya*, supportive material from *Charaka Samhita*.

**Unit IV Sanskrit Interpretation and Translation. Credit 1**

- **Skills**: Translation of classical Sanskrit texts; analysis of metaphors and medical terminology.
- **Methods**: Guided translation exercises with commentaries.
- **Texts**: Select verses from *Charaka Samhita* and *Sushruta Samhita* with modern interpretations.

**Essential/Recommended Readings/Texts:**

1. Sharma, P. V. (Trans.). Charaka Samhita.
2. Shastri, K. R. S. (Trans.). Ashtanga Hridaya.
3. Lad, V. Sanskrit and Ayurveda.
4. Singh, K. N. (Trans.). The complete works of Sushruta.
5. Frawley, D. Ayurvedic healing: A comprehensive guide.
6. Supplementary notes and glossaries on Ayurvedic Sanskrit terminology.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Major 4.10: Sanskrit for Translation of Sacred Texts

**Course Objectives:**

1. To equip students with the linguistic tools necessary to translate sacred Sanskrit texts.
2. To introduce major Sanskrit sacred works and their philosophical, religious and cultural contexts.
3. To address challenges in the accurate and sensitive translation of sacred terminology and poetic forms.
4. To develop interpretative and comparative skills through practical translation exercises.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Understand and contextualize key terms, styles and structures in sacred Sanskrit literature.
2. Translate Sanskrit sacred texts with linguistic precision and cultural sensitivity.
3. Analyze the layered meanings in sacred texts using philological and hermeneutical methods.
4. Evaluate existing translations of sacred texts critically.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.10 | Sanskrit for Translation of Sacred Texts | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Sacred Sanskrit Texts.** **Credit 1**

- **Overview**: Nature and categories of sacred texts — Shruti (Vedas, Upanishads), Smriti (Bhagavad Gita, Puranas, Dharmaśāstra).
- **Contextual Background**: Ritual, spiritual and philosophical significance.
- **Translation Challenges**: Sacred vs. secular translation; fidelity, resonance and tone.

**Unit II Linguistic Tools for Sacred Texts.** **Credit 1**

- **Grammar & Syntax**: Complex compounds (samāsa), sandhi rules, verb moods (imperative, optative) and metaphors.
- **Lexicon**: Sacred vocabulary — Dharma, Moksha, Ātman, Brahman, Rta, Yajña, etc.
- **Poetic Structure**: Metrical analysis and stylistic devices used in sacred texts.

**Unit III Translating Selected Sacred Texts.** **Credit 1**

- **Texts for Study and Translation** (select passages):
  - Ṛgveda hymns (Purusha Sūkta, Nasadiya Sūkta)
  - Upanishads (Isha, Kena – selected verses)
  - Bhagavad Gita (Chapters 2 & 4 – key shlokas)

- Vishnu Sahasranama (selected names and eanings)
- **Skills**: Literal vs. dynamic translation; commentary-based interpretation.

**Unit IV Comparative and Critical Analysis. Credit 1**

- **Case Studies**: Comparison of key English translations (e.g., by Radhakrishnan, Eknath Easwaran, Swami Sivananda).
- **Hermeneutics**: Interpreting layered meanings — theological, symbolic and cultural.
- **Ethical and Philosophical Considerations**: Respectful translation of sacred meaning for diverse audiences.

**Essential/Recommended Readings/Texts:**

1. Sivananda, S. (Trans.), Easwaran, E. (Trans.), & Radhakrishnan, S. (Trans.). The Bhagavad Gita.
2. Radhakrishnan, S. (Trans.). The principal Upanishads.
3. Griffith, R. T. H. (Trans.). Ṛgveda Samhita.
4. Macdonell, A. A. Sanskrit grammar for students.
5. Hiriyanna, M. The essentials of Indian philosophy.
6. Sharma, A. Hermeneutics and Hindu thought: Toward a fusion of horizons.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Major 4.11: A Research Methodology in Sanskrit

**Course Objectives:**

1. To introduce students to research methodologies specific to Sanskrit studies.
2. To equip students with skills in textual criticism, philology and manuscript analysis.
3. To familiarize students with traditional and digital tools for Sanskrit research.
4. To train students in academic writing, structuring and presentation of Sanskrit research.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Identify and frame appropriate research questions in Sanskrit studies.
2. Analyze and critically edit Sanskrit texts using established philological methods.
3. Utilize both traditional and modern research tools, including digital databases and manuscripts.
4. Compose and present research papers that meet academic standards in Sanskrit scholarship.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.11 | A Research Methodology in Sanskrit | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Research in Sanskrit.** **Credit 1**

- **Overview of Sanskrit Research**: Scope, significance and methodologies.
- **Types of Research**: Historical, philological, philosophical, literary and comparative approaches.
- **Research Problem**: Identifying a research topic, objectives and hypothesis formation.
- **Sources**: Primary (original texts) and secondary (commentaries, scholarly works).

**Readings**:

- *The Sanskrit Tradition* – F. Max Müller (introductory sections)
- Introduction to *A History of Sanskrit Literature* by Arthur A. Macdonell.

**Unit II Textual Criticism and Interpretation.** **Credit 1**

- **Textual Criticism**: Manuscript tradition, types of errors and correction techniques.
- **Critical Editions**: Collation of manuscripts, stemmatics and establishing a critical text.
- **Interpretation**: Hermeneutics and commentary traditions in Sanskrit (Bhāṣya, Ṭīkā).

**Texts for Study**:

- Selected passages from *Critical Edition of the Mahābhārata.*
- Critical apparatus of the *Ṛgveda*.

**Unit III Research Tools and Resources in Sanskrit. Credit 1**

- **Traditional Tools**: Dictionaries (Amarakosha, Monier-Williams), Kośas, lexicons, commentaries.
- **Digital Tools**: Sanskrit Library, Muktabodha Digital Library, GRETIL, INRIA corpus.
- **Bibliographic Techniques**: How to locate, evaluate and cite sources in Sanskrit research.

**Readings**:

- Overview articles on Sanskrit Digital Humanities (e.g., Sheldon Pollock, Dominik Wujastyk)
- Guides to using Monier-Williams Online and Sanskrit Library.

**Unit IV Writing and Presenting Research in Sanskrit. Credit 1**

- **Academic Writing**: Structure of a research paper-introduction, literature review, methodology, findings, conclusion.
- **Citation and Referencing**: Footnotes, endnotes and bibliography in Indological studies (e.g., Chicago Manual of Style).
- **Presentation Skills**: Abstract writing, seminar presentation and responding to peer review.

**Readings**:

- Sample scholarly papers from journals like *Journal of the American Oriental Society*, *Samskrita Bharati*, *Adyar Library Bulletin*

**Essential/Recommended Readings/Texts:**

1. Müller, F. M. The Sanskrit tradition.
2. Maas, P. Textual criticism and editorial technique.
3. Dandekar, R. N. Research in Sanskrit (Selected essays)
4. Raghavan, V. A practical guide to Sanskrit research.
5. Digital Sanskrit resources: A researcher's handbook [Edited volume]

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Major 4.12: Sanskrit Aesthetics and Rasa Theory

**Course Objectives:**

1. To provide a comprehensive introduction to Sanskrit aesthetics and literary theory.
2. To understand the origin and evolution of Rasa theory in classical Sanskrit texts.
3. To examine the application of Rasa in literature, drama and performance traditions.
4. To explore contemporary interpretations and interdisciplinary relevance of Rasa aesthetics.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain foundational principles of Sanskrit literary aesthetics.
2. Interpret and apply Rasa theory in analyzing classical and modern texts.
3. Critically assess literary and dramatic works through the lens of Rasa.
4. Compare traditional Rasa theory with contemporary approaches in literature, cinema and performance.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.12 | Sanskrit Aesthetics and Rasa Theory | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Sanskrit Aesthetics.** **Credit 1**

- **Themes**: Historical evolution of aesthetics (Alaṅkāraśāstra), definitions of kāvya and the role of beauty (saundarya) in Sanskrit poetics.
- **Key Concepts**: Kāvya, Alaṅkāra, Dhvani, Vakrokti, Rīti.

**Unit II Rasa Theory - Foundations and Development.** **Credit 1**

- **Themes**: Origin of Rasa theory in *Nāṭyaśāstra*, eight (later nine) Rasas, components of Rasa-vibhāva, anubhāva, vyabhicāri bhāva.
- **Development**: Contributions by Abhinavagupta and other commentators.

**Unit III Rasa in Literature and Performance.** **Credit 1**

- **Themes**: Practical illustrations of Rasa in classical poetry and drama.
- **Application**: Analysis of Śṛṅgāra, Karuṇa and Vīra Rasas in Kalidasa's works.

**Unit IV Contemporary Perspectives on Rasa Theory.** **Credit 1**

- **Themes**: Relevance of Rasa theory in modern literary criticism, film and media.
- **Comparative Lens**: Interaction of Rasa with Western aesthetics, psychology of emotion and reader-response theory.
- **Contemporary Applications**: Indian cinema, theatre, visual art.

**Essential/Recommended Readings/Texts:**

1. Bharata. Nāṭyaśāstra (M. Ghosh or P. V. Kane, Trans.)
2. Raghavan, V. The rasa theory.
3. Gnoli, R. Aesthetic experience according to Abhinavagupta.
4. Bhāmaha. Kāvyālaṅkāra (S. K. De, Trans.).
5. Seturaman, V. S. Indian aesthetics: An introduction.
6. Pollock, S. Rasa in theory and practice [Selected essays]

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Major 4.13: Translation and Literary Criticism in Sanskrit

**Course Objectives:**

1. To introduce key translation theories and their application to Sanskrit texts.
2. To explore classical Sanskrit literary criticism and its relevance to modern analysis.
3. To build skills in translating a variety of Sanskrit genres with attention to meaning, aesthetics and context.
4. To enable critical evaluation of literary translations and deepen understanding of interpretive traditions.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Examine and explain theoretical approaches to translation and their relevance to Sanskrit.
2. Analyze Sanskrit literary texts using classical critical tools.
3. Translate Sanskrit texts into English with sensitivity to style and context.
4. Evaluate the literary and philosophical integrity of translated works.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.13 | Cultural Studies | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Translation Theory in Sanskrit.** **Credit 1**

- **Themes**: Nature and types of translation; fidelity, equivalence and cultural specificity.
- **Challenges**: Untranslatable terms, poetic meters, philosophical nuance.

**Unit II Principles of Literary Criticism in Sanskrit.** **Credit 1**

- **Themes**: Core concepts in Sanskrit poetics—Rasa, Dhvani, Alaṅkāra, Vakrokti.
- **Theorists**: Mammata, Ānandavardhana, Abhinavagupta.

**Unit III Translation of Classical Sanskrit Texts.** **Credit 1**

- **Genres**: Philosophical texts, drama, poetry.
- **Practice**: Annotated translation from Sanskrit to English.

**Unit IV Advanced Literary Criticism and Translation Practice.** **Credit 1**

- **Focus**: Comparing translations, assessing literary quality and interpretive choices.
- **Practice**: Critiquing translations, preparing short commentaries.

**Essential/Recommended Readings/Texts:**

1. Dandekar, R. N. Theory of translation.
2. ammaṭa. Kāvyaprakāśa (S. K. De or D. H. H. Ingalls, Trans.)
3. Raghavan, V. Rasa theory.

4. Kālidāsa. Abhijñānaśākuntalam (A. W. Ryder or Devavrat, Trans.)
5. Ramanujan, A. K. Translating the sacred: The art and science [Essays]
6. Bhagavad Gītā (E. Easwaran, Swami Prabhupada, & S. Radhakrishnan, Trans.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

**(Tourism Majors)**

## Major 4.14: Tourism Analytics and Data Management

**Course Objectives:**

1. To introduce students to the principles and applications of data analytics in tourism and hospitality.
2. To examine methods for collecting, managing and interpreting tourism data effectively.
3. To explore tools and technologies for data-driven decision-making in tourism management.
4. To develop skills in analyzing tourism trends, visitor behavior and market performance using quantitative and qualitative data.
5. To encourage ethical, legal and sustainable use of data for strategic planning and policy-making in tourism.

**Learning outcomes:**

After the completion of the course, the students will:

1. Demonstrate understanding of data types, sources and collection techniques in tourism.
2. Apply statistical and analytical tools to interpret tourism trends, demand patterns and visitor behavior.
3. Evaluate tourism performance metrics, market intelligence and destination competitiveness using data.
4. Design dashboards, reports and visualizations to support decision-making in tourism operations.
5. Apply ethical and legal principles in data management and use analytics to propose actionable solutions.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.14 | Tourism Analytics and Data Management | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Tourism Data and Analytics. Credit 1**

- Definition and importance of tourism analytics.
- Types of tourism data: primary vs. secondary, qualitative vs. quantitative.
- Data sources: surveys, online platforms, social media, government and IoT devices.
- Key performance indicators (KPIs) in tourism: arrivals, occupancy rates, revenue per available room (RevPAR), etc.

**Unit II Data Collection, Management and Cleaning. Credit 1**

- Methods of data collection: online surveys, visitor tracking, transactional data and GIS.

- Data management principles: storage, quality assurance and database systems.
- Data cleaning, validation and preprocessing techniques.
- Use of tourism management software and platforms (e.g., CRM, PMS, GIS tools).

**Unit III Data Analysis and Interpretation. Credit 1**

- Statistical analysis for tourism: descriptive and inferential statistics.
- Predictive analytics: forecasting demand, visitor behavior and seasonality trends.
- Market segmentation and customer profiling using analytics.
- Case studies: hotel analytics, airline and cruise analytics, destination marketing.

**Unit IV Visualization, Decision Making and Ethics. Credit 1**

- Data visualization tools: Tableau, Power BI, Excel dashboards.
- Interpreting analytics for strategic tourism planning and marketing.
- Ethical, legal and privacy considerations in tourism data management.
- Emerging trends: big data, AI-driven analytics and smart tourism applications.

**Essential/Recommended Readings/Texts:**

1. Law, R., Leung, R., & Buhalis, D. (2014). Big Data and Analytics in Tourism and Hospitality. Journal of Travel & Tourism Marketing, 31(8), 1000–1020.
2. Gretzel, U., Sigala, M., Xiang, Z., & Koo, C. (2015). Smart Tourism: Foundations and Applications. Springer.
3. Ringle, C., Wende, S., & Becker, J.-M. (2015). SmartPLS 3: User Manual. SmartPLS GmbH.
4. Marr, B. (2016). Big Data in Practice: How 45 Successful Companies Used Big Data Analytics to Deliver Extraordinary Results. Wiley.
5. UNWTO. (2020). Tourism Data and Statistics Handbook. United Nations World Tourism Organization.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Major 4.15: Travel Writing and Journalism

**Course Objectives:**

1. To introduce students to the fundamentals and history of travel writing and journalism.
2. To develop practical skills in writing vivid, engaging, and informative travel narratives.
3. To explore traditional and digital forms of travel media, including blogs, guidebooks, and multimedia platforms.
4. To encourage ethical and responsible storytelling in the context of tourism.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Write structured and compelling travel pieces for print and digital platforms.
2. Apply storytelling and descriptive writing techniques in travel narratives.
3. Utilize blogging, social media, and SEO to enhance travel journalism.
4. Demonstrate ethical awareness and cultural sensitivity in travel reporting.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.15 | Travel Writing and Journalism | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Travel Writing.** **Credit 1**

- Definition, evolution, and literary history of travel writing.
- Forms of travel writing: blogs, articles, memoirs, guidebooks.
- The influence of travel narratives in shaping tourism perceptions.
- Identifying unique perspectives, choosing destinations, and building story angles.

**Unit II Crafting Compelling Travel Narratives.** **Credit 1**

- Techniques in descriptive writing: using sensory details and vivid language.
- Structure of travel pieces: captivating introductions, narrative flow, and conclusions.
- Conducting interviews and field research for authentic storytelling.
- Combining factual reporting with personal reflection and experience.

**Unit III Digital Travel Journalism & Multimedia Storytelling.** **Credit 1**

- Blogging platforms and writing for online audiences.
- Basics of SEO and content optimization.
- Using photography, video, and interactive maps in storytelling.
- Building an online identity and personal brand as a travel writer.

**Unit IV Ethics & Professionalism in Travel Writing.** **Credit 1**

- Cultural sensitivity, responsible tourism writing, and avoiding stereotypes.

- Ethics in sponsored trips and reviews: transparency and authenticity.
- Challenges in representing diverse cultures and communities.
- Case studies of notable travel writers and key debates in travel journalism.

**Essential/Recommended Readings/Texts:**

1. Youngs, T. (2013). *The Cambridge Introduction to Travel Writing*. Cambridge University Press.
2. Thompson, C. (Ed.). (2015). *The Routledge Companion to Travel Writing*. Routledge.
3. Franklin, B., & Eldridge II, S. (Eds.). (2016). *The Routledge Companion to Digital Journalism Studies*. Taylor & Francis.
4. Pirolli, B. (2018). *Travel Journalism: Informing Tourists in the Digital Age*. Routledge.
5. Cocking, B. (2020). *Travel Journalism and Travel Media: Identities, Places and Imaginings*. Springer Nature.
6. Yaremchuk, O. (2021). *Travel Anthropology In Journalism: History And Practical Methods*. Lviv University.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Major 4.16: Adventure Tourism Management

**Course Objectives**

1. To introduce the concept and scope of adventure tourism.
2. To understand risk assessment, safety protocols, and legal issues in adventure tourism.
3. To explore sustainable and community-based practices in adventure tourism operations.
4. To develop practical skills in designing, promoting, and managing adventure tourism products.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Define and explain the characteristics and types of adventure tourism.
2. Identify safety, legal, and emergency preparedness protocols for adventure activities.
3. Incorporate sustainable and community-friendly practices into adventure tourism operations.
4. Design and market adventure tourism experiences using effective strategies.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.16 | Adventure Tourism Management | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Adventure Tourism.** **Credit 1**

- Definition, scope, and key characteristics of adventure tourism.
- Types of adventure activities: soft vs. hard adventure (e.g., trekking, mountaineering, rafting, bungee jumping, scuba diving, paragliding)
- Major global and Indian adventure destinations (e.g., Himalayas, Rishikesh, Manali, Ladakh, Alps, Patagonia, New Zealand)
- Economic contributions and environmental impacts of adventure tourism.

**Unit II Risk Management and Safety in Adventure Tourism.** **Credit 1**

- Risk identification and mitigation strategies.
- Emergency response planning and basic first aid for guides.
- Safety certifications, standard operating procedures (SOPs)
- Legal aspects: liability, insurance, regulatory compliance, permissions.

**Unit III Sustainable Adventure Tourism Practices.** **Credit 1**

- Principles of eco-friendly adventure tourism.
- Leave No Trace (LNT) practices and minimal-impact guidelines.
- Role of local communities in managing and benefiting from adventure tourism.
- Managing carrying capacity and ecological sensitivity of destinations.

**Unit IV Marketing and Business of Adventure Tourism. Credit 1**

- Designing adventure tour packages and itineraries.
- Digital marketing strategies: social media, travel influencers, and content creation.
- Branding, customer segmentation, and pricing strategies.
- Case studies of successful adventure operators (e.g., Thrillophilia, IndiaHikes, G Adventures)

**Essential/Recommended Readings/Texts:**


1. Kohli, M. S. (2002). *Mountains of India: Tourism, Adventure and Pilgrimage*. Indus Publishing.
2. Swarbrooke, J. (2003). *Adventure Tourism: The New Frontier*. Routledge.
3. Buckley, R. (2011). *Adventure Tourism Management*. Routledge.
4. Huddart, D., & Stott, T. (2019). *Adventure Tourism: Environmental Impacts and Management*. Springer Nature.
5. Bagri, S. C. (2024). *Himalayan Mountain Tourism: Toward Sustainable Adventure Tourism*. Apple Academic Press.
6. Biswas, S. N., & Kumar, P. (Eds.). (2024). *Mountain Tourism and Ecological Impacts: Himalayan Region and Beyond*. IGI Global.

# SECOND YEAR: MINOR PAPERS

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

## Minor 2.A.1: Introduction to Tourism

**Course Objectives:**

1. To provide a foundational understanding of tourism as both an industry and a socio-cultural phenomenon.
2. To examine the diverse economic, environmental, and socio-cultural impacts of tourism.
3. To introduce the key actors and stakeholders in the tourism system.
4. To explore contemporary trends, technological innovations, and future challenges in the global tourism landscape.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Define tourism and differentiate between its various forms and categories.
2. Identify and describe the roles of various stakeholders within the tourism system.
3. Analyze the economic, socio-cultural, and environmental consequences of tourism.
4. Engage in critical discussion of contemporary trends and challenges shaping the tourism sector globally.
5. Recognize career opportunities and policy frameworks within the tourism industry.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 2.A.1 | Introduction to Tourism | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Understanding Tourism.** **Credit 1**

- Definition, scope, and significance of tourism.
- Types of tourism: Leisure, adventure, medical, business, pilgrimage, cultural, etc.
- Historical evolution of travel and tourism.
- Key concepts and terminology (e.g., tourist, excursionist, tourism product, destination)

**Unit II Tourism Systems and Stakeholders.** **Credit 1**

- Tourism system components: Demand, supply, intermediaries.
- Stakeholders in tourism: Tourists, travel agencies, tour operators, local communities, governments, NGOs.
- Role of international and national tourism organizations: UNWTO, WTTC, IATA, national tourism boards.
- Tourism policy, planning, and regulation frameworks.

**Unit III Impacts of Tourism.** **Credit 1**

- **Economic impacts**: Income generation, employment, multiplier effect, economic leakage.

- **Socio-cultural impacts**: Cultural exchange, heritage preservation, commodification, overtourism.
- **Environmental impacts**: Ecological degradation, carbon footprint, ecotourism, conservation efforts.
- Introduction to principles of sustainable tourism and responsible travel.

**Unit IV Trends and Future of Tourism. Credit 1**

- Emerging tourism markets: Asia, Middle East, Africa.
- Digital transformation: Online booking, AI in tourism, virtual tours, travel influencers.
- Crisis management in tourism: Pandemics (COVID-19), political unrest, climate change.
- Career paths in tourism: Tour management, event planning, hospitality, destination marketing.

**Essential/Recommended Readings/Texts:**

6. Jayapalan, N. (2001). *Introduction to Tourism*. Atlantic Publishers & Distributors.
7. Lickorish, L. J., & Jenkins, C. L. (2007). *Introduction to Tourism*. Routledge.
8. Hannam, K., & Diekmann, A. (2010). *Tourism and India: A Critical Introduction*. Routledge.
9. Swain, S. K. & Mishra, J. M. (2021). *Tourism: Principles and Practice*. Oxford University Press.
10. Inkson, C., & Minnaert, L. (2022). *Tourism Management: An Introduction*. Sage.

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

## Minor 2.A.2: Tourism Principles and Practices

**Course Objectives:**

1. To introduce fundamental concepts, systems, and theoretical models in tourism studies.
2. To analyze the key elements of tourism demand, supply, and motivational psychology.
3. To examine destination marketing, product development, and lifecycle management.
4. To explore issues of sustainability, capacity, and responsible tourism planning.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain foundational concepts, theories, and tourism system models.
2. Assess the dynamics of tourism demand, supply, and tourist motivation.
3. Evaluate tourism product characteristics and marketing strategies.
4. Critically analyze planning frameworks, sustainability models, and governance practices in tourism.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 2.A.2 | Tourism Principles and Practices | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Tourism Systems and Concepts. Credit 1**

- Definition, scope, and importance of tourism.
- Tourism system models: Leiper's Model, Gunn's Model.
- Factors influencing tourism systems: Economic, Socio-Cultural, Political, Environmental.
- Tourism demand and supply: Determinants, Elasticity, Seasonality.
- Tourist motivation theories:
    - Plog's Psychographic Model
    - Maslow's Hierarchy of Needs
    - Push-Pull Theory

**Unit II Tourism Marketing and Product Development. Credit 1**

- Destination marketing: 4Ps of tourism, Branding, Positioning strategies.
- Differences between tourism and consumer products: Intangibility, Perishability, Heterogeneity.
- Tourism product classification: Attractions, Amenities, Accessibility.
- Tourism product life cycle: Development, growth, maturity, decline.
- Product mix and new product development in tourism: Innovation, diversification, packaging.

**Unit III Sustainability and Tourism Challenges. Credit 1**

- Triple bottom line in tourism: Economic, environmental, and social dimensions.
- Types of carrying capacity: Physical, ecological, social, perceptual.
- Models of alternative tourism: Ecotourism, responsible tourism, slow tourism.
- Major challenges: Overtourism, leakage effect, cultural commodification.

**Unit IV Tourism Policy, Planning, and Governance. Credit 1**

- Tourism stakeholders and governance: Role of governments, NGOs, private sector.
- Planning approaches: Master planning, sustainable tourism development, community-based tourism.
- Regulatory frameworks and international guidelines: Visa policies, UNWTO standards, environmental norms.
- Global case studies in tourism governance (e.g., Bhutan, Costa Rica, Kerala Responsible Tourism Mission)

**Essential/Recommended Readings/Texts:**

1. Page, S. J. (2014). *Tourism Management*. Routledge.
2. Mishra, S. (2004). *Tourism Management: The Socio-economic and Ecological Perspective*. University Press.
3. Gade, J., & Ankathi, R. (2016). *Tourism Management: Philosophies, Principles and Practices*. Zenon Academic Publishing.
4. Fletcher, J., Fyall, A., Gilbert, D., & Wanhill, S. (2017). *Tourism: Principles and Practice*. Pearson UK.

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

## Minor 2.A.3: Cultural Tourism

**Course Objectives:**

1. To introduce the concept of cultural tourism and highlight its importance in the global and Indian tourism context.
2. To explore how culture and heritage influence tourism patterns and practices.
3. To assess the socio-economic and cultural impacts of tourism on heritage and local communities.
4. To formulate sustainable, ethical, and inclusive strategies for cultural tourism development.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Define and explain the scope and dimensions of cultural tourism.
2. Identify various cultural tourism assets, including tangible and intangible heritage.
3. Critically analyze the impacts—positive and negative—of cultural tourism on societies and heritage.
4. Design strategies to promote and manage cultural tourism sustainably and responsibly.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 2.A.3 | Cultural Tourism | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Cultural Tourism.** **Credit 1**

- Definition, scope, and significance of cultural tourism.
- Categories of cultural tourists and motivational psychology.
- Key cultural tourism assets: Museums, festivals, heritage sites, crafts, and performing arts.
- Role of UNESCO and World Heritage Sites in promoting cultural tourism.

**Unit II Cultural Heritage and Tourism.** **Credit 1**

- Tangible vs. intangible cultural heritage.
- Functions of museums, galleries, and archaeological sites in tourism.
- Indigenous tourism and the importance of community-based cultural practices.
- Case studies: Kyoto (Japan), Rome (Italy), Varanasi (India)

**Unit III Impacts of Cultural Tourism.** **Credit 1**

- Economic contributions and employment generation in cultural tourism.
- Socio-cultural dynamics: Cultural exchange, commodification, identity reshaping.
- Challenges: Overtourism, loss of authenticity, heritage site degradation.
- Ethical issues: Cultural sensitivity, representation, and exploitation.

**Unit IV Sustainable Cultural Tourism Development. Credit 1**

- Best practices for conserving cultural heritage through tourism.
- Stakeholders in cultural tourism: Government, NGOs, private sector, and communities.
- Strategic marketing and branding of cultural destinations.
- Future of cultural tourism: Digital heritage, virtual reality, slow and regenerative tourism models.

**Essential/Recommended Readings/Texts:**

1. McKercher, B., & Du Cros, H. (2002). *Cultural Tourism: The Partnership between Tourism and Cultural Heritage Management*. Routledge.
2. Timothy, D. J., & Nyaupane, G. P. (Eds.). (2009). *Cultural Heritage and Tourism in the Developing World*. Routledge.
3. Timothy, D. J. (2011). *Cultural Heritage and Tourism: An Introduction (Vol. 4)*. Channel View Publications.
4. Park, H. Y. (2013). *Heritage Tourism*. Routledge.
5. Sharma, A., & Sharma, S. (2017). "Heritage Tourism in India: A Stakeholder's Perspective." *Tourism and Travelling*, 1(1), 20–33.

# THIRD YEAR: MINOR PAPERS

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Minor 3.A.1: Eco Tourism

**Course Objectives:**

1. To introduce the principles and practices of ecotourism.
2. To understand the environmental, cultural, and economic impacts of ecotourism.
3. To explore sustainable tourism practices with case studies from India and the world.
4. To encourage responsible travel behaviour and conservation-oriented tourism planning.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Define ecotourism and differentiate it from conventional tourism.
2. Analyze the environmental and socio-cultural impacts of tourism activities.
3. Identify ecotourism destinations and evaluate their sustainability practices.
4. Propose ecotourism initiatives with community involvement and conservation goals.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.1 | Eco Tourism | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Ecotourism.** **Credit 1**

- Definition, principles, and history of ecotourism.
- Ecotourism vs. mass tourism.
- Core concepts: sustainability, conservation, and local benefit.
- Ecotourism stakeholders: Travellers, Communities, NGOs, and Governments.

**Unit II Environmental and Cultural Dimensions.** **Credit 1**

- Ecological impacts of tourism: carrying capacity, habitat disturbance.
- Cultural sensitivity and preservation of heritage.
- Role of indigenous communities and traditional knowledge.
- Eco-certification and responsible tourist behaviour.

**Unit III Ecotourism Planning and Management.** **Credit 1**

- Planning sustainable ecotourism projects.
- Protected areas, national parks, and biosphere reserves.
- Community-based ecotourism models.
- Interpretation, guiding, and education in ecotourism.

**Unit IV Case Studies and Contemporary Issues.** **Credit 1**

- Successful ecotourism models: India (e.g., Kerala, Sikkim, Ladakh), Costa Rica, Kenya.
- Challenges: commercialization, greenwashing, over-tourism.
- Policies and guidelines: UNWTO, Indian ecotourism policy.
- Future of ecotourism: climate change and technological integration.

**Essential/Recommended Readings/Texts:**

1. Ecotourism and Sustainable Development by Martha Honey.
2. Ecotourism by Ralf Buckley.
3. Tourism and Environment by A.K. Bhattacharya.
4. Sustainable Tourism in India by Manjula Chaudhary.
5. Ministry of Tourism (India) Ecotourism Guidelines (Govt. publications)

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Minor 3.A.2: International Tourism

**Course Objectives:**

1. To introduce foundational concepts and scope of international tourism.
2. To analyze trends, patterns, and leading markets in the global tourism industry.
3. To assess the economic, socio-cultural, and environmental impacts of international tourism.
4. To explore regulatory frameworks, policy measures, and future innovations in global tourism management.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Define international tourism and explain its evolution and key drivers.
2. Identify major international tourism markets and evaluate global trends.
3. Analyze the multifaceted impacts of international tourism on host and source countries.
4. Evaluate global tourism policies, international organizations, and emerging practices in sustainable tourism.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.2 | International Tourism | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of International Tourism.** **Credit 1**

- Definition and evolution of international tourism.
- Motivations for cross-border travel: Leisure, Business, Medical, Educational.
- Key stakeholders: Governments, tourism boards, international organizations, private sector.
- Global tourism data: Key trends and statistics (UNWTO, WTTC insights)

**Unit II Major International Tourism Markets & Destinations.** **Credit 1**

- Leading source and destination countries: India, Europe, Asia-Pacific, Americas, Middle East, Africa.
- Case studies: France, Thailand, UAE – successful tourism development models.
- Emerging destinations and niche markets.
- Role of UNWTO, IATA, ICAO, and international travel protocols.

**Unit III Impacts of International Tourism.** **Credit 1**

- Economic impacts: Foreign exchange, employment, multiplier effect, leakage.
- Socio-cultural impacts: Intercultural exchange, cultural commodification, overtourism.
- Environmental challenges: Carbon footprint, degradation of natural sites, sustainability concerns.

- Crisis management: Response to pandemics, political instability, natural disasters.

**Unit IV Policies, Regulations, and Future Trends. Credit 1**

- Visa regimes, travel advisories, and safety regulations.
- Aviation and hospitality: International airline alliances, hotel chains, logistics.
- Role of digital technologies: E-visas, AI-driven travel platforms, virtual experiences.
- Future trends: Green tourism, circular economy in tourism, inclusive travel.

**Essential/Recommended Readings/Texts:**

1. Bhatia, A. K. (2006). *International Tourism Management*. Sterling Publishers Pvt. Ltd.
2. Theobald, W. F. (Ed.). (2012). *Global Tourism*. Routledge.
3. Witt, S. F., Brooke, M., & Buckley, P. (2013). *The Management of International Tourism (RLE Tourism)*. Routledge.
4. Reports from UNWTO, WTTC, IATA, and other global tourism bodies (latest editions).

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Minor 3.A.3: Religious Tourism

**Course Objectives:**

1. To introduce the concept, significance, and scope of religious tourism.
2. To explore major religious pilgrimage sites and their socio-cultural and spiritual relevance.
3. To analyze the economic, social, and environmental impacts of religious tourism.
4. To examine management strategies and sustainable practices in religious tourism destinations.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Define religious tourism and understand its various forms and historical development.
2. Identify major religious destinations and festivals across global faiths.
3. Evaluate the socio-economic benefits and environmental impacts of religious tourism.
4. Recommend sustainable, inclusive, and ethical approaches to managing religious tourism.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.3 | Religious Tourism | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Religious Tourism.** **Credit 1**

- Definition and scope: pilgrimage, faith-based travel, spiritual tourism.
- Historical evolution of religious travel across civilizations.
- Sacred geography: Sacred places and routes in major religions (Hinduism, Islam, Christianity, Buddhism, Judaism, Sikhism)
- Pilgrim motivation: Spiritual, cultural, emotional, and social aspects.

**Unit II Major Religious Destinations and Their Significance.** **Credit 1**

- Key global pilgrimage centers: Ayodhya, Varanasi, Mecca, Vatican, Jerusalem, Bodh Gaya, Golden Temple.
- Rituals and festivals: Kumbh Mela, Hajj, Easter, Diwali, Vesak, Passover.
- Thematic circuits: Char Dham, 12 Jyotirlingas, Buddhist Circuit, Camino de Santiago.
- Role of religious institutions, trusts, and clergy in site management and experience facilitation.

**Unit III Socio-Economic and Environmental Impacts.** **Credit 1**

- Economic impacts: Employment generation, infrastructure growth, revenue for local communities.
- Socio-cultural impacts: Cultural preservation, commodification, religious harmony/conflict.

- Environmental concerns: Waste generation, overcrowding, ecological degradation at sacred sites.
- Managing the balance: Spiritual authenticity vs. tourism commercialization.

**Unit IV Sustainable Management and Future Trends. Credit 1**

- Sustainable religious tourism models: Site preservation, crowd control, heritage protection.
- Government roles and regulatory policies: ASI, UNESCO, Ministry of Tourism initiatives.
- Technological integration: Digital pilgrimages, mobile apps, virtual reality temples.
- Future outlook: Interfaith tourism, spiritual retreats, religious heritage tourism, dark religious tourism.

**Essential/Recommended Readings/Texts:**

1. Timothy, D. J., & Olsen, D. H. (Eds.). (2006). *Tourism, Religion and Spiritual Journeys*. Routledge.
2. Stausberg, M. (2012). *Religion and Tourism: Crossroads, Destinations and Encounters*. Routledge.
3. Shinde, K. A., & Olsen, D. H. (Eds.). (2020). *Religious Tourism and the Environment*. CABI.
4. Digance, J. *Pilgrimage and Religious Tourism: Conceptualizing Sacred Travel*.
5. Government Reports and White Papers on Indian pilgrimage tourism (e.g., NITI Aayog, Ministry of Tourism).

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Minor 3.A.4: Sustainable Tourism Development

**Course Objectives:**

1. To introduce the principles and importance of sustainable tourism in the context of global development.
2. To analyze the environmental, socio-cultural, and economic impacts of tourism.
3. To explore sustainable planning, policy, and destination management strategies.
4. To evaluate international best practices, case studies, and frameworks for sustainable tourism development.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the foundational concepts and importance of sustainable tourism.
2. Critically assess tourism's impact on the environment, society, and economy.
3. Formulate practical strategies for sustainable tourism planning and implementation.
4. Apply lessons from global case studies to local and regional tourism contexts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.4 | Sustainable Tourism Development | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Sustainable Tourism.** **Credit 1**

- Definitions and historical evolution of sustainable tourism.
- The Triple Bottom Line approach: Environmental, Social, Economic sustainability.
- Global frameworks and initiatives: UNWTO, Global Sustainable Tourism Council (GSTC), Agenda 2030 & SDGs.
- Barriers and challenges to sustainable tourism adoption.

**Unit II Environmental Sustainability in Tourism.** **Credit 1**

- Differences between ecotourism and sustainable tourism.
- Carbon footprint analysis, waste and water management in tourism operations.
- Biodiversity and ecosystem conservation through tourism (e.g., national parks, wildlife reserves)
- Sustainable mobility and accommodation (green certifications, energy efficiency)

**Unit III Socio-Cultural Sustainability.** **Credit 1**

- Community-based tourism: Concepts, benefits, and limitations.
- Cultural authenticity, preservation, and responsible tourist behaviour.
- Managing overtourism: Strategies, zoning, and visitor caps.
- Indigenous and tribal tourism: Ethics, empowerment, and cultural rights.

**Unit IV Sustainable Tourism Planning & Policy. Credit 1**

- Role of Destination Management Organizations (DMOs)
- Policy frameworks and international guidelines for sustainability.
- Sustainable tourism marketing and promoting conscious consumption.
- Case studies: Bhutan's high-value tourism policy, Kerala Responsible Tourism Mission, Costa Rica's eco-tourism model.

**Essential/Recommended Readings/Texts:**

1. Middleton, V. T., & Hawkins, R. (1998). *Sustainable Tourism: A Marketing Perspective*. Routledge.
2. Weaver, D. (2007). *Sustainable Tourism*. Routledge.
3. Hannam, K., & Diekmann, A. (2010). *Tourism and India: A Critical Introduction*. Routledge.
4. Harris, R., Williams, P., & Griffin, T. (Eds.). (2012). *Sustainable Tourism*. Routledge.
5. Sati, V. P. (2020). *Sustainable Tourism Development in the Himalaya: Constraints and Prospects*. Springer.
6. Reports from UNWTO, WTTC, and GSTC (latest editions).

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Minor 3.A.5: Tourism Resource Management

**Course Objectives:**

1. To understand the concept and classification of tourism resources and their sustainable utilization.
2. To evaluate the economic, environmental, and socio-cultural impacts of tourism resource use.
3. To explore strategic frameworks for sustainable tourism resource planning and management.
4. To develop skills in assessment, conservation, and innovation in tourism resource management.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Identify and classify various types of tourism resources (natural, cultural, man-made).
2. Assess tourism resources using appropriate inventory and mapping tools.
3. Apply principles of sustainable management and policy frameworks to tourism planning.
4. Propose and evaluate innovative solutions to current and future challenges in tourism resource management.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.5 | Tourism Resource Management | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Tourism Resource Management. Credit 1**

- Concept and definition of tourism resources.
- Types of tourism resources: Natural (Mountains, Beaches, Forests), Cultural (Heritage Sites, Rituals), Man-made (Theme Parks, Infrastructure)
- Importance of sustainable management and conservation.
- Stakeholders in resource management: government, local communities, private sector, NGOs.

**Unit II Assessment and Inventory of Tourism Resources. Credit 1**

- Techniques for inventory, resource classification, and evaluation.
- Carrying Capacity: physical, social, and ecological; Limits of Acceptable Change (LAC)
- Use of GIS, remote sensing, and digital mapping tools in tourism resource planning.
- Case studies: resource mapping in heritage cities, eco-sensitive zones.

**Unit III Sustainable Tourism Resource Planning. Credit 1**

- Key principles of sustainable development applied to tourism.
- Policy frameworks and environmental regulations (national and international)
- Participatory planning and community-based management.
- Models of benefit-sharing and inclusive resource governance.

**Unit IV Challenges and Future Trends in Resource Management. Credit 1**

- Over-tourism and degradation of natural and cultural resources.
- Climate change and its direct/indirect effects on tourism destinations.
- Technological innovations: smart tourism, green infrastructure, regenerative tourism.
- Case examples: Sustainable restoration of cultural heritage, eco-lodges, and adaptive reuse of historic sites.

**Essential/Recommended Readings/Texts:**

1. Jamieson, W. (2006). *Community Destination Management in Developing Economies*. Psychology Press.
2. Saarinen, J., Rogerson, C. M., & Hall, C. M. (2019). *Tourism Planning and Development*. Routledge.
3. Morrison, A. M. (2023). *Marketing and Managing Tourism Destinations*. Routledge.
4. Camilleri, M. A. (Ed.). (2024). *Tourism Planning and Destination Marketing*. Emerald Publishing.
5. UNWTO Reports, *Sustainable Tourism Guidelines* (latest editions).

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Minor 3.A.6: Tour Guide Training

**Course Objectives**

1. To equip students with essential skills and knowledge for professional tour guiding.
2. To develop effective communication, interpretation, and group management techniques.
3. To familiarize students with major tourist attractions, cultural heritage, and guiding ethics.
4. To train students in safety management and real-time problem-solving during tours.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Demonstrate the key roles, responsibilities, and ethics of professional tour guides.
2. Communicate clearly and confidently with tourists from diverse backgrounds.
3. Design and manage tour itineraries with attention to safety and logistics.
4. Handle emergencies, resolve conflicts, and deliver high-quality customer service.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.6 | Tour Guide Training | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Fundamentals of Tour Guiding.** **Credit 1**

- Definition and scope of tour guiding.
- Roles and responsibilities of a professional guide.
- Ethics, etiquette, and code of conduct.
- Types of tour guides: adventure, cultural, heritage, city, nature-based.
- Licensing, certifications, and legal obligations in guiding.

**Unit II Communication and Interpretation Skills.** **Credit 1**

- Verbal and non-verbal communication techniques.
- Storytelling and interpretation of sites.
- Interacting with multicultural groups and managing language barriers.
- Public speaking and tourist engagement strategies.
- Cultural sensitivity and inclusive communication.

**Unit III Tour Planning and Management.** **Credit 1**

- Preparing itineraries: time management, site selection, route planning.
- Handling logistics: transport, entry tickets, meals, etc.
- Emergency procedures and first-aid awareness.
- Managing group behaviour and conflict resolution.
- Maintaining professionalism during unexpected situations.

**Unit IV Practical Training and Field Experience.** **Credit 1**

- Classroom-based mock guiding sessions.
- Site visits to heritage/cultural locations (e.g., museums, monuments)
- Demonstration of interpretation skills on-site.
- Peer and faculty feedback, self-reflection, and skill improvement.
- Introduction to career opportunities and further certifications.

**Essential/Recommended Readings/Texts:**

1. Cruz, Z. (1999). *Principles and Ethics of Tour Guiding*. Rex Bookstore, Inc.
2. Weiler, B., & Black, R. (2014). *Tour Guiding Research: Insights, Issues and Implications*. Multilingual Matters.
3. Leo, S. (2016). *English for Professional Tour Guiding Services*. Gramedia Pustaka Utama.
4. Bagri, S. C., Dhodi, R. K., & Junaid, K. C. (Eds.). (2022). *Entrepreneurship Education in Tourism and Hospitality Management*. IGI Global.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Minor 3.A.7: Culinary Tourism

**Course Objectives:**

1. To introduce the concept and scope of culinary tourism within the global travel industry.
2. To explore regional and international food cultures as central tourism experiences.
3. To examine emerging trends in gastronomic tourism including experiential and ethical travel.
4. To develop basic skills in promoting and managing sustainable culinary tourism initiatives.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the historical, cultural, and economic significance of food in tourism.
2. Identify and describe major culinary destinations and tourism experiences.
3. Analyze contemporary trends such as food festivals, slow food, and food-based storytelling.
4. Apply principles of sustainability and marketing to culinary tourism planning.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.7 | Culinary Tourism | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Culinary Tourism.** **Credit 1**

- Definition, evolution, and scope of culinary tourism.
- Relationship between food, identity, and travel.
- Key stakeholders (chefs, tourists, tour operators, producers, local communities)
- Concepts: gastronomy, foodways, terroir, experiential tourism.

**Unit II Global and Regional Food Cultures.** **Credit 1**

- Overview of renowned culinary regions: India, Japan, Italy, Mexico, France.
- Influence of local ingredients, traditions, and food history.
- Street food, heritage cuisines, and farm-to-table practices.
- Cultural etiquette and rituals around dining in different regions.

**Unit III Culinary Tourism Experiences & Trends.** **Credit 1**

- Popular culinary experiences: food trails, tastings, workshops, chef-led tours.
- Events and festivals: Kumbh Mela food culture, Oktoberfest, Napa Valley Wine Festival.
- Agritourism, organic food tourism, and the rise of vegan/plant-based experiences.
- Case examples of immersive culinary journeys.

**Unit IV Marketing & Sustainability in Culinary Tourism.** **Credit 1**

- Storytelling, food blogs, influencer marketing, and culinary branding.

- Challenges: food waste, over-commercialization, cultural misappropriation.
- Principles of ethical food tourism and community benefit.
- Case studies: Kerala Spice Trails, Tuscany Wine Tours, Thai Culinary Schools.

**Essential/Recommended Readings/Texts:**

1. Long, L. M. (Ed.). (2004). *Culinary Tourism*. University Press of Kentucky.
2. Hall, C. M., et al. (2004). *Food Tourism Around the World*. Routledge.
3. Hall, C. M. (2013). *Wine, Food, and Tourism Marketing*. Routledge.
4. Hall, C. M., & Gössling, S. (2016). *Food Tourism and Regional Development*.
5. Park, E., Kim, S., & Yeoman, I. (2019). *Food Tourism in Asia*. Springer.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Minor 3.A.8: Heritage and Cultural Preservation

**Course Objectives**

1. To introduce the concept and categories of cultural heritage and their value in tourism.
2. To examine practical methods and policies used for preserving both tangible and intangible heritage.
3. To analyze the collaborative roles of communities, institutions, and governments in heritage conservation.
4. To explore sustainable tourism approaches that respect and protect cultural resources.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Define and distinguish between tangible and intangible cultural heritage.
2. Evaluate heritage preservation tools and legal frameworks.
3. Understand community-based heritage practices and ethical concerns.
4. Recommend sustainable heritage tourism practices based on global and local case studies.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.8 | Heritage and Cultural Preservation | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Understanding Cultural Heritage.** **Credit 1**

- Definitions and significance of cultural heritage.
- Types: Tangible (Monuments, Buildings, Artifacts) and Intangible (Oral Traditions, Rituals, Crafts)
- UNESCO World Heritage Sites and cultural designations.
- Major threats: climate change, urban development, neglect, and mass tourism.

**Unit II Heritage Conservation Techniques.** **Credit 1**

- Basic principles of conservation, restoration, and documentation.
- Tools: archaeology, museum curation, and digital preservation.
- Legal and institutional frameworks (e.g., UNESCO World Heritage Convention, ICOMOS, ASI regulations)
- Role of technology: 3D mapping, virtual museums, GIS.

**Unit III Community Involvement in Heritage Preservation.** **Credit 1**

- Indigenous and traditional knowledge in heritage protection.
- Community-based tourism models and local empowerment.
- Authenticity vs. commercialization in heritage tourism.

- Cultural sensitivity and ethical storytelling.

**Unit IV Sustainable Heritage Tourism. Credit 1**

- Strategies for managing visitor impact and protecting fragile sites.
- Integration of heritage preservation into tourism planning.
- Case studies: Hampi (India), Petra (Jordan), Kyoto (Japan)
- Best practices in interpretation, signage, capacity control, and revenue-sharing.

**Essential/Recommended Readings/Texts:**

1. Smith, M. K., & Richards, G. (Eds.). (2013). *The Routledge Handbook of Cultural Tourism*. Routledge.
2. Babu, K. V., & Gade, J. (Eds.). (2014). *Tourism in India (Vol. 1)*. Zenon Academic Publishing.
3. Smith, M. K. (2015). *Issues in Cultural Tourism Studies*. Routledge.
4. Du Cros, H., & McKercher, B. (2020). *Cultural Tourism*. Routledge.
5. Dixit, S. K. (Ed.). (2020). *Tourism in Asian Cities*. Routledge.

# FOURTH YEAR: MINOR PAPERS

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Minor 4.A.1: Event Management in Tourism

**Course Objectives:**

1. To introduce the fundamental concepts and significance of event management within the tourism sector.
2. To develop core skills for planning, organizing, and managing tourism-related events.
3. To understand the contribution of events to tourism destination marketing and visitor engagement.
4. To familiarize students with risk assessment, financial planning, and sustainable event practices.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the importance and types of events within the tourism industry.
2. Design and manage a tourism event with proper logistical, financial, and operational planning.
3. Apply marketing and branding strategies for effective event promotion.
4. Implement safety, legal, and sustainability measures in tourism event execution.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 4.A.1 | Event Management in Tourism | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Event Management in Tourism.** **Credit 1**

- Definition and scope of event management in tourism.
- Types of tourism events: festivals, cultural fairs, conferences, exhibitions, sports events.
- Role of events in economic development, destination branding, and cultural exchange.

**Unit II Planning and Organizing Tourism Events.** **Credit 1**

- Concept development and feasibility assessment.
- Event budgeting and financial planning.
- Venue selection, vendor management, permits, and logistics coordination.
- Team roles and time management in event execution.

**Unit III Marketing and Promotion of Tourism Events.** **Credit 1**

- Event branding, identity creation, and sponsorship acquisition.
- Use of digital tools: social media campaigns, influencer marketing, event websites.
- Marketing metrics: KPIs, ROI, attendance tracking, and feedback evaluation.

**Unit IV Risk Management and Sustainable Event Practices.** **Credit 1**

- Risk analysis, legal compliance, and safety protocols.

- Crisis and contingency planning for tourism events.
- Sustainable event practices: waste reduction, carbon footprint minimization, community engagement.
- Green certifications and eco-friendly partnerships.

**Essential/Recommended Readings/Texts:**

1. Raj, R., & Musgrave, J. (2009). *Event Management and Sustainability*. CABI.
2. Anderson, J. L. (2010). *Event Management Simplified*. Author House.
3. Allen, J., Harris, R., & Jago, L. (2022). *Festival & Special Event Management*. John Wiley & Sons.
4. Bladen, C., et al. (2022). *Events Management: An Introduction*. Routledge.
5. Bowdin, G. A., et al. (2023). *Events Management*. Routledge.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Minor 4.A.2: Travel Writing and Journalism

**Course Objectives:**

1. To introduce students to the fundamentals and history of travel writing and journalism.
2. To develop practical skills in writing vivid, engaging, and informative travel narratives.
3. To explore traditional and digital forms of travel media, including blogs, guidebooks, and multimedia platforms.
4. To encourage ethical and responsible storytelling in the context of tourism.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Write structured and compelling travel pieces for print and digital platforms.
2. Apply storytelling and descriptive writing techniques in travel narratives.
3. Utilize blogging, social media, and SEO to enhance travel journalism.
4. Demonstrate ethical awareness and cultural sensitivity in travel reporting.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 4.A.2 | Travel Writing and Journalism | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Travel Writing.** **Credit 1**

- Definition, evolution, and literary history of travel writing.
- Forms of travel writing: blogs, articles, memoirs, guidebooks.
- The influence of travel narratives in shaping tourism perceptions.
- Identifying unique perspectives, choosing destinations, and building story angles.

**Unit II Crafting Compelling Travel Narratives.** **Credit 1**

- Techniques in descriptive writing: using sensory details and vivid language.
- Structure of travel pieces: captivating introductions, narrative flow, and conclusions.
- Conducting interviews and field research for authentic storytelling.
- Combining factual reporting with personal reflection and experience.

**Unit III Digital Travel Journalism & Multimedia Storytelling.** **Credit 1**

- Blogging platforms and writing for online audiences.
- Basics of SEO and content optimization.
- Using photography, video, and interactive maps in storytelling.
- Building an online identity and personal brand as a travel writer.

**Unit IV Ethics & Professionalism in Travel Writing.** **Credit 1**

- Cultural sensitivity, responsible tourism writing, and avoiding stereotypes.
- Ethics in sponsored trips and reviews: transparency and authenticity.

- Challenges in representing diverse cultures and communities.
- Case studies of notable travel writers and key debates in travel journalism.

**Essential/Recommended Readings/Texts:**

1. Youngs, T. (2013). *The Cambridge Introduction to Travel Writing*. Cambridge University Press.
2. Thompson, C. (Ed.). (2015). *The Routledge Companion to Travel Writing*. Routledge.
3. Franklin, B., & Eldridge II, S. (Eds.). (2016). *The Routledge Companion to Digital Journalism Studies*. Taylor & Francis.
4. Pirolli, B. (2018). *Travel Journalism: Informing Tourists in the Digital Age*. Routledge.
5. Cocking, B. (2020). *Travel Journalism and Travel Media: Identities, Places and Imaginings*. Springer Nature.
6. Yaremchuk, O. (2021). *Travel Anthropology In Journalism: History And Practical Methods*. Lviv University.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Minor 4.A.3: Adventure Tourism Management

**Course Objectives**

1. To introduce the concept and scope of adventure tourism.
2. To understand risk assessment, safety protocols, and legal issues in adventure tourism.
3. To explore sustainable and community-based practices in adventure tourism operations.
4. To develop practical skills in designing, promoting, and managing adventure tourism products.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Define and explain the characteristics and types of adventure tourism.
2. Identify safety, legal, and emergency preparedness protocols for adventure activities.
3. Incorporate sustainable and community-friendly practices into adventure tourism operations.
4. Design and market adventure tourism experiences using effective strategies.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 4.A.3 | Adventure Tourism Management | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Adventure Tourism.** **Credit 1**

- Definition, scope, and key characteristics of adventure tourism.
- Types of adventure activities: soft vs. hard adventure (e.g., trekking, mountaineering, rafting, bungee jumping, scuba diving, paragliding)
- Major global and Indian adventure destinations (e.g., Himalayas, Rishikesh, Manali, Ladakh, Alps, Patagonia, New Zealand)
- Economic contributions and environmental impacts of adventure tourism.

**Unit II Risk Management and Safety in Adventure Tourism.** **Credit 1**

- Risk identification and mitigation strategies.
- Emergency response planning and basic first aid for guides.
- Safety certifications, standard operating procedures (SOPs)
- Legal aspects: liability, insurance, regulatory compliance, permissions.

**Unit III Sustainable Adventure Tourism Practices.** **Credit 1**

- Principles of eco-friendly adventure tourism.
- Leave No Trace (LNT) practices and minimal-impact guidelines.
- Role of local communities in managing and benefiting from adventure tourism.
- Managing carrying capacity and ecological sensitivity of destinations.

**Unit IV Marketing and Business of Adventure Tourism. Credit 1**

- Designing adventure tour packages and itineraries.
- Digital marketing strategies: social media, travel influencers, and content creation.
- Branding, customer segmentation, and pricing strategies.
- Case studies of successful adventure operators (e.g., Thrillophilia, IndiaHikes, G Adventures)

**Essential/Recommended Readings/Texts:**

1. Kohli, M. S. (2002). *Mountains of India: Tourism, Adventure and Pilgrimage*. Indus Publishing.
2. Swarbrooke, J. (2003). *Adventure Tourism: The New Frontier*. Routledge.
3. Buckley, R. (2011). *Adventure Tourism Management*. Routledge.
4. Huddart, D., & Stott, T. (2019). *Adventure Tourism: Environmental Impacts and Management*. Springer Nature.
5. Bagri, S. C. (2024). *Himalayan Mountain Tourism: Toward Sustainable Adventure Tourism*. Apple Academic Press.
6. Biswas, S. N., & Kumar, P. (Eds.). (2024). *Mountain Tourism and Ecological Impacts: Himalayan Region and Beyond*. IGI Global.

## Double Major Program

# B.A. Hons.
# Sanskrit and
# Sanskrit Linguistics

# Learning Outcomes-based Curriculum Framework
# For
# UG Double Major Program in Sanskrit and Sanskrit Linguistics
# 2025

ज्ञान-विज्ञान विमुक्तये
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NEW DELHI – 110002

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**The present program is B.A. Hons. (Sanskrit and Sanskrit Linguistics). This program contains the Majors of only *Sanskrit Linguistics.***

**The *Sanskrit Majors* may be chosen from the other programs like B.A. Hons. (Sanskrit and Travel and Tourism), B.A. Hons. (Sanskrit and Social Sciences), B.A. Hons. (Sanskrit and Psychology & Well Being) etc., which are there in this document.**

**Or**

**The Sanskrit Majors may be chosen from B.A. Hons. (Sanskrit) which is available at:**

**https://drive.google.com/file/d/1MgZkzxo5gJudC-OsmkDcG8e3M82adeWJ/view?usp=drivesdk**

# INTRODUCTION OF THE PROGRAM

The B.A. Hons. (Sanskrit and Sanskrit Linguistics) program is designed to provide students with a strong foundation in the Sanskrit language, literature and knowledge systems, along with a comprehensive understanding of linguistic theory and analysis. The curriculum reflects the vision of the National Education Policy (NEP) 2020, focusing on integrating traditional Indian wisdom with modern scientific and linguistic approaches. Through a structured learning path, students gain both theoretical and practical understanding of Sanskrit texts, linguistic philosophies and applications. The program supports the dissemination of Sanskrit as a living tradition and equips learners with analytical, communicative and interdisciplinary competencies for academic, research and professional pursuits.

Sanskrit, known as the "language of the gods" (devavāṇī), preserves in its grammar, phonology, semantics, and etymology a vast intellectual heritage that has profoundly influenced linguistic thought both in India and abroad. From the meticulous descriptive system of Pāṇini's Aṣṭādhyāyī to Yāska's semantic explorations in the Nirukta, Sanskrit has provided the earliest known framework for systematic language analysis.

This course introduces students to the foundations of Sanskrit linguistics, examining both traditional Indian perspectives and modern linguistic methodologies. It explores how Sanskrit grammatical traditions anticipated many insights of modern linguistics, while also highlighting areas of difference and complementarity. By studying topics such as phonetics (śikṣā), grammar (vyākaraṇa), semantics (nirukta), alongside contemporary fields like morphology, syntax, and sociolinguistics, students gain an integrated understanding of language.

The course aims not only to deepen knowledge of Sanskrit as a classical language but also to show its relevance to the broader study of human language. By engaging with both classical texts and modern theories, students will develop analytical skills, appreciate the intellectual continuity between traditions, and understand how Sanskrit linguistics continues to inform language studies in the 21st century.

# OBJECTIVES OF THE PROGRAM

- To introduce students to the foundations of Sanskrit linguistic thought in relation to modern linguistic theories.
- To explore the contributions of grammarians such as Pāṇini, Yāska, and Bhartṛhari to linguistic analysis.
- To familiarize students with key areas of traditional Indian linguistics: phonetics, grammar and semantics.
- To highlight the continuing relevance of Sanskrit linguistics in global language studies and its influence on modern linguistic thought.
- To provide a comprehensive understanding of the Sanskrit language, its grammar and literary forms in relation to linguistic structures.
- To introduce students to the key concepts, schools and scholars of both Indian and modern linguistic traditions.
- To develop critical thinking by examining Sanskrit linguistic theories (such as Sphoṭa, Śabda and Vāk)
- To connect Sanskrit knowledge with contemporary fields such as computational linguistics, digital humanities, semiotics and cognitive science.
- To foster appreciation for India's intellectual heritage while promoting comparative and interdisciplinary approaches to language studies.
- To cultivate research and analytical skills applicable to language documentation, translation and cultural preservation.
- To prepare students for careers in education, translation, publishing, language technology and research institutions.

# OUTCOMES OF THE PROGRAM

After the completion of the B.A. Hons. (Sanskrit and Sanskrit Linguistics) program, Students will be able to:

| PLO Code | Program Learning Outcomes (PLOs) for UG Program |
|---|---|
| **PLO 1** | **Rootedness:** Demonstrate a deep understanding of Sanskrit linguistic and philosophical traditions, contributing to the preservation and revitalization of India's linguistic heritage. |
| **PLO2** | **Indian Knowledge System (IKS):** Critically engage with India's knowledge systems and linguistic theories from an informed and analytical perspective. |
| **PLO3** | **Futuristic:** Conduct academic research, apply linguistic methodologies and present findings effectively in scholarly contexts. |
| **PLO4** | **Multidisciplinary:** Apply Sanskrit and linguistic knowledge to contemporary fields such as translation studies, computational linguistics, cognitive linguistics and education. |
| **PLO5** | **Employability:** Read, analyze and interpret Sanskrit and linguistic texts across historical and theoretical contexts, demonstrating skills relevant for diverse professional domains. |

# PROGRAM OUTCOME MAPPING FOR MAJOR COURSES

| Course Name | Rootedness | IKS | Futuristic | Employability | Value, Skill and Multidisciplinary | Disciplinary Knowledge | Difficulty Level |
|---|---|---|---|---|---|---|---|
| Introduction to Linguistics | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Introduction to Indian Linguistics | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Indian Linguistic Thought | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Introduction to Phonology | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Introduction to Phonetics | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Introduction to Morpho-phonemics (Sandhi) in Sanskrit | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Introduction to Inflectional Morphology in Sanskrit | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Introduction to Derivational Morphology in Sanskrit – I (Kṛdanta-taddhitāntapadaprakriyā) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Introduction to Derivational Morphology in Sanskrit – II (Samastapadaprakriyā Strīpratyayāntaśabdānā ṁ Niṣpattiśca) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Syntax (Vākyasaṁracanā) – Karaka Theory: The Syntactico-Semantic Relations | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Pāṇinīya Śikṣā : Sanskrit Phonetics & Phonology Course Objectives: | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit Lexicography | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Paspasāhnika of the Mahābhāṣya | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Kṛt affixes in Pāṇinian grammar | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| The influence of Sanskrit on Indian and Southeast Asian languages | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Taddhita-Pratyayaḥ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Introduction to Śikṣā & Prātiśākhya Works | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Brahmakāṇḍa of Vākyapadīyam (Linguistic Philosophy) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Niruktam | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Strī Pratyayās (Feminine Suffixes) in Sanskrit Grammar | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit Computational Linguistics | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Bhāṣāpākāḥ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit Semantics | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit Translation Studies | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

# PROGRAM OUTCOME MAPPING FOR MINOR COURSES

| Course Name | Rootedness | IKS | Futuristic | Employability | Value, Skill and Multidisciplinary | Disciplinary Knowledge | Difficulty Level |
|---|---|---|---|---|---|---|---|
| Introduction to Linguistics | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Introduction to Indian Linguistics | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Indian Linguistic Thought | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Semantics (वाक्य-वाक्यार्थविचारः): Theories of Verbal Cognition (शाब्दबोधः) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Indian Knowledge Systems and Linguistics | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| The Influence of Sanskrit on Indian Languages: A Structural and Functional Analysis. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Computational Aspects of Pada-Vākya-Pramāṇasāstra. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit and Moral Literature. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

# POOL OF MAJOR COURSES

| S. No. | | Course Name | Course Credit | Course Level |
|---|---|---|---|---|
| 1 | FIRST YEAR MAJOR | Major 1.1: Introduction to Linguistics | 4 | 100-199 |
| 2 | | Major 1.2: Introduction to Indian Linguistics | 4 | 100-199 |
| 3 | | Major 1.3: Indian Linguistic Thought | 4 | 100-199 |
| 4 | | Major 1.4: Introduction to Phonology | 4 | 100-199 |
| 5 | | Major 1.5: Introduction to Phonetics | 4 | 100-199 |
| 6 | | Major 1.6: Introduction to Morpho-phonemics (Sandhi) in Sanskrit | 4 | 100-199 |
| 7 | SECOND YEAR MAJOR | Major 2.1: Introduction to Inflectional Morphology in Sanskrit | 4 | 200-299 |
| 8 | | Major 2.2: Introduction to Derivational Morphology in Sanskrit – I (Kṛdanta-taddhitāntapadaprakriyā) | 4 | 200-299 |
| 9 | | Major 2.3: Introduction to Derivational Morphology in Sanskrit – II (Samastapadaprakriyā Strīpratyayāntaśabdānāṁ Niṣpattiśca) | 4 | 200-299 |
| 10 | | Major 2.4: Syntax (Vākyasaṁracanā) – Karaka Theory: The Syntactico-Semantic Relations | 4 | 200-299 |
| 11 | | Major 2.5: Pāṇinīya Śikṣā : Sanskrit Phonetics & Phonology | 4 | 200-299 |
| 12 | | Major 2.6: Sanskrit Lexicography | 4 | 200-299 |
| 13 | THIRD YEAR MAJOR | Major 3.1: Paspasāhnika of the Mahābhāṣya | 4 | 300-399 |
| 14 | | Major 3.2: Kṛt affixes in Pāṇinian grammar | 4 | 300-399 |
| 15 | | Major 3.3: The influence of Sanskrit on Indian and Southeast Asian languages | 4 | 300-399 |
| 16 | | Major 3.4: Taddhita-Pratyayaḥ | 4 | 300-399 |
| 17 | | Major 3.5: Introduction to Śikṣā & Prātiśākhya Works | 4 | 300-399 |
| 18 | | Major 3.6: Brahmakāṇḍa of Vākyapadīyam (Linguistic Philosophy) | 4 | 300-399 |
| 19 | FOURTH YEAR MAJOR | Major 4.1: Niruktam | 4 | 400-499 |
| 20 | | Major 4.2: Strī Pratyayās (Feminine Suffixes) in Sanskrit Grammar | 4 | 400-499 |
| 21 | | Major 4.3: Sanskrit Computational Linguistics | 4 | 400-499 |
| 22 | | Major 4.4: Bhāṣāpākāḥ | 4 | 400-499 |
| 23 | | Major 4.5: Sanskrit Semantics | 4 | 400-499 |
| 24 | | Major 4.6: Sanskrit Translation Studies | 4 | 400-499 |

# POOL OF MINOR COURSES

| S. No. | | Course Name | Course Credit | Course Level |
|---|---|---|---|---|
| 1 | SECOND YEAR MINORS | Minor 2.A.1. Introduction to Linguistics | 4 | 200-299 |
| 2 | | Minor 2.A.2. Introduction to Indian Linguistics | 4 | 200-299 |
| 3 | THIRD YEAR MINORS | Minor 3.A.1. Indian Linguistic Thought | 4 | 300-399 |
| 4 | | Minor 3.A.2. Semantics (वाक्य–वाक्यार्थविचारः): Theories of Verbal Cognition (शाब्दबोधः) | 4 | 300-399 |
| 5 | | Minor 3.A.3. Indian Knowledge Systems and Linguistics | 4 | 300-399 |
| 6 | | Minor 3.A.4. The Influence of Sanskrit on Indian Languages: A Structural and Functional Analysis | 4 | 300-399 |
| 7 | FOURTH YEAR YEAR MINORS | Minor 4.A.1. Computational Aspects of Pada-Vākya-Pramāṇasāstra | 4 | 400-499 |
| 8 | | Minor 4.A.2. Sanskrit and Moral Literature | 4 | 400-499 |

# FIRST YEAR:
# MAJOR PAPERS

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

# SEMESTER - 1

## Major 1.1: Introduction to Linguistics

**Course Objectives:**

1. To Introduce the students to the fundamental principles of language and linguistics.
2. To discuss the origin, nature and development of human language.
3. To study the historical development of prominent language families in South Asia.
4. To present a comparative overview of Indo-European, Indo-Aryan (Old, Middle, Modern) and Dravidian languages.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Define the basic concepts of language, its origin and structure.
2. Analyze theories on the evolution and development of human language.
3. Group languages according to genealogical and typological criteria.
4. Reconstruct historical phases of Indo-Aryan languages and recognize features of Dravidian languages.
5. Exhibit sensitivity towards linguistic diversity of the Indian subcontinent.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.1 | Introduction to Linguistics | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Language – Nature, Origin and Characteristics.** **Credit 1**

- Definition and features of human language.
- Animal communication vs. human language.
- Design features of language (Hockett).
- Theories of language origin (Divine, Natural Sound, Social Interaction, etc.)
- Spoken vs. Written language.
- Language as a system of communication.

**Unit II Language Development and Change.** **Credit 1**

- Language evolution and historical linguistics.
- Causes of language change (phonological, morphological, syntactic, semantic)
- Language contact and borrowing.
- Dialect, register, idiolect and standardization.
- Language and culture: the Sapir-Whorf hypothesis.
- Language endangerment and revitalization.

**Unit III Language Classification and Indo-European Family. Credit 1**

- Genealogical vs. typological classification.
- Overview of world language families.
- The Indo-European language family: origin, branches, spread.
- Linguistic reconstruction and comparative method.
- Key features of Indo-European languages.

**Unit IV Indo-Aryan and Dravidian Languages. Credit 1**

- Old Indo-Aryan (Vedic, Classical Sanskrit)
- Middle Indo-Aryan (Prakrits, Pali, Apabhramsa)
- Modern Indo-Aryan (Hindi, Bengali, Marathi, etc.)
- Major features of Dravidian languages (Tamil, Telugu, Kannada, Malayalam)
- Comparative structures: phonology, morphology, syntax.
- Language contact between Indo-Aryan and Dravidian.

**Essential/Recommended readings/Texts:**

1. Chatterji, S. K. (1926). *Origin and Development of the Bengali Language*. Calcutta University Press.
2. Emeneau, M. B. (1956). *India as a Linguistic Area*. *Language*, 32(1), 3–16.
3. Masica, C. P. (1991). *The Indo-Aryan Languages*. Cambridge University Press.
4. Lehmann, W. P. (1993). *Historical Linguistics: An Introduction*. Routledge.
5. Verma, S. K. & Krishnaswamy, N. (1993). *Modern Linguistics: An Introduction*. Oxford University Press.
6. Krishnamurti, B. (2003). *The Dravidian Languages*. Cambridge University Press.
7. Yule, G. (2020). *The Study of Language* (8th ed.). Cambridge University Press.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

## Major 1.2: Introduction to Indian Linguistics

**Course Objectives:**

1. To introduce students to the Vedic concepts of Vāk, Śabda and Artha and to explore the sacred role of language in the Vedic worldview.
2. To familiarize students with the linguistic dimensions of the Vedāṅgas—Śikṣā, Vyākaraṇa and Nirukta—and their contribution to the preservation and analysis of Sanskrit.
3. To examine the development of classical Indian linguistic thought through the contributions of Yāska, Pāṇini, Patanjali and Bhartṛhari.
4. To compare traditional Indian linguistic theories such as Sphoṭa with modern and Western linguistic models.
5. To analyze ancient Indian approaches to etymology (Nirvacana) and semantics and their role in interpreting Vedic and philosophical texts.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the fundamental concepts of Vāk, Śabda and Artha and their philosophical implications in the Vedic tradition.
2. Appreciate the root concepts of language in the Vedic and Vedāṅga traditions.
3. Describe the linguistic significance of Śikṣā, Vyākaraṇa and Nirukta and their role in maintaining the purity of Vedic recitation and interpretation.
4. Discuss the theories and contributions of major classical grammarians—Yāska, Pāṇini, Patanjali and Bhartṛhari-within the context of Indian linguistic philosophy.
5. Analyze the key contributions of Yāska, Pāṇini, Patañjali, and Bhartṛhari, and their ideas on language, meaning and logic.
6. Apply principles of Indian etymology and semantics to analyze Vedic expressions and understand language contact in the Indian subcontinent.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.2 | Introduction to Indian Linguistics | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Language in the Vedic Tradition.** **Credit 1**

- Concepts of *Vāk*, *Śabda*, *Artha.*
- The power of speech in the Rigveda and other Vedas.
- Philosophical perspectives on language in Upanishads.
- Language as a vehicle of sacred knowledge.

**Unit II Language and Grammar in the Vedangas.** **Credit 1**

- Shiksha: Phonetics and pronunciation.
- Vyakarana: Grammar – its status and scope.
- Nirukta: Etymology and semantic interpretation.
- Introduction to Pāṇini's *Ashtadhyayi*: structure and significance.
- Notions of *Sphota*, *Pada* and *Vakya.*

**Unit III Classical Indian Linguistic Thought.** **Credit 1**

- Contributions of Yāska, Pāṇini, Patanjali and Bhartrihari.
- Sphota theory.
- Sabda as pramāṇa (source of knowledge)
- Pāṇini's rules and generative approach: precursors to modern linguistics.
- Language and logic (Nyaya and Mimamsa perspectives)

**Unit IV Etymology and Meaning.** **Credit 1**

- Categories of words and explanation of meanings.
- Semantic theory in ancient India.
- Role of etymology in interpreting Vedic texts.
- Linguistic areas and language contact in the Indian subcontinent.

**Essential/Recommended readings/Texts:**


1. Sarup, Lakshman. (1920). The Nighantu and Nirukta. Oxford: Oxford University Press.
2. Coward, H. G., & Kunjunni Raja, K. (1990). *The Philosophy of the Grammarians*. Princeton University Press.
3. Masica, C. P. (1991). *The Indo-Aryan Languages*. Cambridge University Press.
4. Verma, S. K., & Krishnaswamy, N. (1993). *Modern Linguistics: An Introduction*. Oxford University Press.
5. Deshpande, M. (1993). *Sanskrit and Prakrit: Sociolinguistic Issues*. Motilal Banarsidass.
6. Cardona, G. (1997). *Pāṇini: A Survey of Research*. Motilal Banarsidass.
7. Houben, J. E. M. (1996), Ed. Ideology and status of Sanskrit, Contributions to the History of Sanskrit language, E.J.Brill.
8. Houben, J. E. M. (1997). *The Sanskrit Tradition and India's Contribution to Linguistics*.
9. Krishnamurti, B. (2003). *The Dravidian Languages*. Cambridge University Press.
10. Bhartrihari (5th century CE). Vakyapadiya (selected passages, translated editions).

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

# Major 1.3: Indian Linguistic Thought

**Course Objectives:**

1. To introduce students to the evolution of linguistic thought in ancient and classical India.
2. To examine the Vedic and post-Vedic concepts of Vāk and Śabda.
3. To explore the structure and significance of Pāṇini's Ashtadhyayi.
4. To analyze the treatment of language in Indian philosophical systems, especially in Nyaya, Mimamsa and Vedanta traditions.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Trace the historical development of linguistic thought in India.
2. Describe the key ideas about language in the Vedic and Vedanga traditions.
3. Evaluate and explain Pāṇini's contributions to grammar and linguistic theory.
4. Compare different philosophical perspectives on the nature of language and meaning.
5. Engage critically with classical Indian texts on grammar and semantics.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.3 | Indian Linguistic Thought | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Linguistic Ideas in the Vedas and Early Texts.** **Credit 1**

- Concept of *Vāk* in the Rigveda and Brahmanas.
- Language as sacred and cognitive power.
- Levels of speech (*Para*, *Pashyanti*, *Madhyama*, *Vaikhari*)
- Language, ritual and cosmology.
- Language and cognition in the Upanishads.

**Unit II Language in the Vedangas – Shiksha, Vyakarana, Nirukta.** **Credit 1**

- Shiksha: Sound and articulation (phonetics)
- Nirukta: Yāska and etymology as semantic interpretation.
- Vyakarana: Structure and function of grammar in the Vedanga tradition.
- Formation of linguistic rules and classification of words.

**Unit III Pāṇinian System and Its Legacy.** **Credit 1**

- Pāṇini's *Ashtadhyayi*: Structure, meta-rules, technical apparatus (*Pratyahara*, *Anubandha*)

- Role of *Dhatu-patha* and *Ganapatha.*
- The *Mahabhashya* of Patanjali.
- Formalism and generative approach in the Pāṇinian system.
- Impact on modern linguistic theory.

**Unit IV Philosophical Schools and Theories of Language. Credit 1**

- *Nyaya*: Theory of inference and verbal testimony (*Śabdapramāṇa*)
- *Mimamsa*: Importance of *Śabda* in Vedic interpretation.
- *Vedanta*: Meaning and non-dualism (*Advaita*)
- *Bhartrihari*: Sphota theory and the unity of sentence meaning.
- Language as knowledge and metaphysical principle.

**Essential/Recommended readings/Texts:**

1. Coward, H. G., & Raja, K. K. (1990). *The Philosophy of the Grammarians*. Princeton University Press.
2. Matilal, B. K. (1990). *The Word and the World: India's Contribution to the Study of Language*. Oxford University Press.
3. Deshpande, M. (1993). *Sanskrit and Prakrit: Sociolinguistic Issues*. Motilal Banarsidass.
4. Houben, J. E. M. (1995). *The Sanskrit Tradition and the History of Linguistics*.
5. Cardona, G. (1997). *Pāṇini: A Survey of Research*. Motilal Banarsidass.
6. Bronkhorst, J. (2001). *Pāṇini and the Vedic Tradition*.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

# SEMESTER - 2

## Major 1.4: Introduction to Phonology

**Course Objectives:**

1. To introduce students to the the phonology of Sanskrit.
2. To examine the Sanskrit alphabet (Varṇamālā) using classical and contemporary paradigms.
3. To discuss Pāṇinian phonetic principles as outlined in Shiksha texts and Maheshwara Sutras.
4. To compare the Sanskrit phonemes with the International Phonetic Alphabet (IPA) system.
5. To facilitate proper pronunciation and phonetic transcriptions of Sanskrit sounds.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Identify and classify Sanskrit sounds according to place and manner of articulation.
2. Recite and analyze the Maheshwara Sutras used in Pāṇini's grammar.
3. Analyze the structure and significance of Pāṇiniya Śikṣā.
4. Transcribe Sanskrit phonemes using the IPA chart.
5. Recognize similarities and differences between classical Indian and modern phonetic systems.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.4 | Introduction to Phonology | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Sanskrit Phonology.** **Credit 1**

- Nature and function of *Dhvani* (sound) in Sanskrit thought.
- Classification of speech sounds: *Svaras* (vowels) and *Vyanjanas* (consonants)
- Articulatory classification: *Kantya*, *Talu*, *Murdhanya*, *Dantya*, *Oshthya.*
- Place and manner of articulation.

**Unit II Varṇamālā and Pāṇiniya Śikṣā.** **Credit 1**

- The structure and order of the Sanskrit alphabet.
- Pāṇiniya Shiksha: guidelines for correct articulation.
- Relationship of phonetics to meter.
- Importance of sound.

**Unit III Maheshwara Sutras and Pāṇinian Phonological Framework. Credit 1**

- Recitation and memorization of Maheshwara Sutras.
- Role of *Pratyāhāras* in Pāṇinian grammar.
- Function of *Anubandhas* and *it* markers (इत्सञ्ज्ञा)
- Sound grouping and phonological economy in Pāṇinian tradition.

**Unit IV Comparative Phonology with IPA. Credit 1**

- Introduction to the IPA chart.
- Mapping Sanskrit sounds to IPA symbols.
- Voicing, aspiration, retroflexion in Indo-Aryan phonetics.
- Practice: Transcription exercises from Sanskrit to IPA.

**Essential/Recommended readings/Texts:**

1. Kiparsky, P. (1992). Economy and the construction of Śiva Sūtras. In Pāṇinian Studies. Ann Arbor, MI.
2. Verma, S. K., & Krishnaswamy, N. (1993). Modern Linguistics: An Introduction. Oxford University Press.
3. Deshpande, M. (1993). Sanskrit and Prakrit: Sociolinguistic Issues. Motilal Banarsidass.
4. Asher, R. E. (Ed.). (1994). Pāṇinian linguistics. In Encyclopaedia of Language & Linguistics (pp. 2918–2923). Oxford: Pergamon Press.
5. Cardona, G. (1997). Pāṇini: A Survey of Research. Motilal Banarsidass.
6. International Phonetic Association. (1999). Handbook of the International Phonetic Association. Cambridge University Press.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

# Major 1.5: Introduction to Phonetics

**Course Objectives:**

1. To introduce the principles of articulatory phonetics and human speech production mechanisms.
2. To examine the Sanskrit alphabet in light of contemporary phonetic theory.
3. To define basic concepts such as phonemes and allophones and their functional differences.
4. To acquaint students with historical phonetic evolution and phonetic laws, especially Grimm's Law.
5. To connect classical Indian phonetic categories with modern linguistic science.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the physiological process of speech production.
2. Identify and classify speech sounds according to their place and manner of articulation.
3. Analyze Sanskrit phonemes from both classical and contemporary phonetic perspectives.
4. Draw a distinction between phoneme and allophoneand explain their roles in language.
5. Explain important phonetic laws such as Grimm's Law and their implications in historical linguistics.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.5 | Introduction to Phonetics | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Process of Speech and Articulatory Phonetics.** **Credit 1**

- Stages of speech production: Initiation, Phonation, Articulation.
- Organs of speech: Lungs, Glottis, Tongue, Palate, Lips etc.
- Classification of sounds: Vowels vs. Consonants.
- Place and manner of articulation (Plosives, Fricatives, Nasals etc.)

**Unit II Sanskrit Alphabet and Place of Articulation.** **Credit 1**

- Analysis of the *Varṇamālā* (Sanskrit alphabet)
- Traditional classification by place of effort (*Prayatna*) and place of articulation (*Sthāna*)
- Mapping Sanskrit sounds to modern phonetic categories.
- Accent, aspiration, retroflexion and other phonetic features.

**Unit III Phoneme and Allophone.** **Credit 1**

- Concept of phoneme: minimal distinctive units of sound.
- Allophones: complementary distribution and free variation.
- Phonemic transcription (broad) vs. phonetic transcription (narrow)
- Examples from Sanskrit, English and other languages.

**Unit IV Phonetic Laws and Historical Change.** **Credit 1**

- Grimm's Law: systematic sound changes in Germanic languages.
- Verner's Law: voicing shifts in Germanic consonants.
- Relevance of phonetic laws in Indo-European language reconstruction.
- Comparative examples from Sanskrit, Latin, Greek and Germanic languages.

**Essential/Recommended readings/Texts:**

1. Macdonell, A. A. (1916). A Sanskrit Grammar for Students. Oxford University Press.
2. Allen, W. S. (1953). Phonetics in Ancient India. London: School of Oriental and African Studies.
3. Allen, W. S. (1962). Sandhi: Theoretical Aspects of Sanskrit Phonology. Oxford University Press.
4. Katamba, F. (1989). An Introduction to Phonology. Longman.
5. Verma, S. K., & Krishnaswamy, N. (1993). Modern Linguistics: An Introduction. Oxford University Press.
6. Cardona, G. (1997). Pāṇini: A Survey of Research. Motilal Banarsidass.
7. Campbell, L. (2013). Historical Linguistics: An Introduction. Edinburgh University Press.
8. Ladefoged, P., & Johnson, K. (2015). A Course in Phonetics. Wadsworth Cengage Learning.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

## Major 1.6: Introduction to Morpho-phonemics (Sandhi) in Sanskrit

**Course Objectives:**

1. Introduce the student to the practice of morpho-phonemic interaction in Sanskrit.
2. Discuss the notion and operation of Sandhi (euphonic conjunction) in Sanskrit grammar.
3. Appreciate different types of Sandhi and their rules according to Pāṇinian grammar.
4. Develop skills for recognizing, analyzing and applying Sandhi transformations in texts.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Define Sandhi and describe its phonological and morphological foundation.
2. Distinguish and categorize various forms of Sandhi with examples.
3. Apply rules of Sandhi to split and construct correct Sanskrit words.
4. Comprehend the logic and system governing euphonic changes in Sanskrit.
5. Read Sanskrit texts with grammatical awareness to morphophonemic occurrences.

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.6 | Introduction to Morpho-phonemics (Sandhi) in Sanskrit | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Sandhi (Morpho-Phonemics)** **Credit 1**

- Definition of morphophonemics.
- Sandhi and its significance in Sanskrit phonology and morphology.
- Classification of Sandhi in Pāṇinian tradition: Svara (vowel), Vyanjana (consonant), Visarga.
- General principles of euphonic combination (Saṃhitā)

**Unit II Svara Sandhi (Vowel Sandhi)** **Credit 1**

- Types: Pūrvarūpa, Pararūpa, Savarnadīrgha, Guna, Vriddhi etc.
- Conditions and exceptions.
- Pāṇini's sutras related to Vowel Sandhi.
- Practical exercises: joining and splitting examples.

**Unit III Vyanjana Sandhi (Consonant Sandhi)** **Credit 1**

- Types: Yaṇ, Anusvāra, Tugāgama etc.
- Voicing and assimilation rules.
- Sutras from Ashtadhyayi and their application.
- Exercises with classical verses and prose.

**Unit IV Visarga Sandhi and General Practice.** **Credit 1**

- Transformation of visarga (ḥ) before vowels and consonants.
- Jihvāmūlīya and Upadhmānīya.
- Practice with compound formations and Sandhi viccheda (word splitting)
- Applications in recitation, metrics and textual interpretation.

**Essential/Recommended readings/Texts:**

1. Vasu, S. C. (1891). The Ashtadhyayi of Pāṇini – English translation with notes.
2. Vasu, S. C. (1906). The Siddhanta Kaumudi of Bhattoji Dikshita.
3. Allen, W. S. (1962). Sandhi: The theoretical, phonetic and historical bases of word-junction in Sanskrit. The Hague: Mouton.
4. Bhat, D. N. S. (2000). The Sound Pattern of Sanskrit.
5. Bhat, D. N. S. (2001). Sound change. Delhi: Motilal Banarsidass.

# SECOND YEAR: MAJOR PAPERS

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

# SEMESTER - 3

## Major 2.1: Introduction to Inflectional Morphology in Sanskrit

**Course Objectives:**

1. To familiarize students with the inflectional morphological system in Sanskrit, specifically noun (Subanta) and verb (Tiṅanta) forms.
2. To provide an in-depth understanding of how nouns and verbs are inflected depending on case, number, gender (for nouns) and tense, person, number and mood (for verbs).
3. To study the theory of inflection in both nominal and verbal systems of Sanskrit grammar.
4. To acquire skills in analyzing and recognizing inflectional forms in Sanskrit texts.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Analyze the major characteristics of inflectional morphology in Sanskrit, such as the inflection of nouns and verbs.
2. Recognize and apply declension rules for nouns (Subantas) and conjugation rules for verbs (Tiṅantas).
3. Identify the relationship between roots and inflectional forms in nouns and verbs.
4. Inflect and create inflected forms of Sanskrit words in various grammatical situations.
5. Use Sanskrit morphology knowledge to read and interpret classical Sanskrit texts with grammatical accuracy.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.1 | Introduction to Inflectional Morphology in Sanskrit | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Inflectional Morphology.** **Credit 1**

- Overview of Morphology and Inflection in Sanskrit.
- Noun vs. Verb Morphology: Basic distinctions.
- General principles of inflectional morphology in Sanskrit.
- Introduction to the concept of "Root" and its role in inflection.

**Unit II Noun Morphology (Subanta-s)** **Credit 1**

- Overview of Noun Declension (Subanta): Case, Gender and Number.
- Classification of Noun Stems: Based on Gender (Masculine, Feminine, Neuter)
- Declension Paradigms for each Gender (Example: "Rāma" (Masculine), "Sarasvatī" (Feminine), "Pustakam" (Neuter)

- Case System: Nominative, Accusative, Instrumental, Dative, Ablative, Genitive, Locative and Vocative.
- Practice: Declining nouns through different cases and numbers.

**Unit III Verb Morphology (Tiṅantas) Credit 1**

- Overview of Verb Conjugation: Person, Number, Tense, Mood.
- The three main conjugational classes:
    1. Atmanepada (Intransitive)
    2. Parasmaipada (Transitive)
- Tense and Mood: Present, Past, Future, Imperative, Optative, Conditional.
- Verb Conjugation Paradigms for Regular and Irregular Verbs.
- Practice: Conjugating verbs in different tenses, persons and numbers.

**Unit IV Applications and Practice Credit 1**

- Applications of Inflectional Morphology in Texts.
- Morphological Analysis of Classical Sanskrit Texts (Bhagavad Gita, Upanishads, or selected verses from Puranas)
- Identification and parsing of inflected forms in Sanskrit sentences.
- Translating and interpreting inflected forms in context.
- Exercises on parsing and generating noun and verb forms.

**Essential/Recommended readings/Texts:**

1. Vasu, S. C. (1891). The Ashtadhyayi of Pāṇini – English translation with notes.
2. Vasu, S. C. (1906). The Siddhanta Kaumudi of Bhattoji Dikshita.
3. Kale, M. R. (1972). A higher Sanskrit grammar. Delhi: Motilal Banarsidass.
4. Bhat, D. N. S. (2000). *The Sound Pattern of Sanskrit.*
5. Mishra, G. N. (2005). *Sanskrit Grammar and Composition.*

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

# Major 2.2: Introduction to Derivational Morphology in Sanskrit – I (Kṛdanta-taddhitāntapadaprakriyā)

**Course Objectives:**

1. To introduce the theoretical foundations of derivational morphology in Sanskrit.
2. To explain the classification, semantics and functions of Kṛdanta and Taddhita suffixes.
3. To train students in rule-based derivation as per the Aṣṭādhyāyī.
4. To build analytical skills for parsing and generating derived words from dhātus and nominal bases.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the structure and logic of derivational suffixes in Sanskrit grammar.
2. Analyze and apply Kṛdanta and Taddhita suffixes in word formation.
3. Relate grammatical derivation to meaning and context in classical texts.
4. Interpret relevant sūtras from Aṣṭādhyāyī and commentaries like Kāśikā and Siddhāntakaumudī.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.2 | Introduction to Derivational Morphology in Sanskrit – I (Kṛdanta-taddhitāntapadaprakriyā) | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Derivational Morphology.** **Credit 1**

- Introduction to morphology – Inflection vs. Derivation.
- Overview of Pāṇinian system – Dhātu, Pratyaya, It markers (इत्सञ्ज्ञा) and Pratyayādhikāra.
- Role of Kṛt and Taddhitapratyayas in word formation.
- Classification and semantics of pratyayas.

**Unit II KṛdantaPrakriyā – Primary Suffixes.** **Credit 1**

- Semantic roles: Kartari, Karmaṇi, Bhāve, Karaṇe, Adhikaraṇe.
- Major verbal derivatives:
  - Kta, Ktavatu, Śatṛ, Śānac – Participles.
  - Tumun, Tavya, Anīyar – Gerundives and infinitives.
  - Ṇvul, Ṭṛ, Ṇin, Kan – Agent and Instrumental nouns.

- Formation rules and examples with Aṣṭādhyāyīsūtras.

**Unit III TaddhitaPrakriyā – Secondary Suffixes. Credit 1**

- Nature of nominal derivation from Prātipadikas.
- Artha-kramas (semantic bases) of Taddhita derivation:
    - Apatyam, Gotra, Karma etc
- Major suffixes: Iya, Īya, Āyana, Matup, Vatup, Tva and Tal.
- Taddhitapratyayādhikāra and its structural significance.

**Unit IV Applied Derivation and Interpretive Analysis. Credit 1**

- Interplay of Kṛt and Taddhita derivations in textual usage.
- Exercises in derivation from given Dhātus and Prātipadikas.
- Case studies from classical texts: Bhāgavatam, Rāmāyaṇa, Raghuvaṁśa.
- Modern usage and interface with computational morphology.

**Essential/Recommended readings/Texts:**

1. Vasu, S. C. (1891). The Ashtadhyayi of Pāṇini – English translation with notes.
2. Vasu, S. C. (1906). The Siddhanta Kaumudi of Bhattoji Dikshita (English translation with notes).
3. Bhate, S. (1989). Pāṇini's Taddhita rules. Pune: CASS Publications, Class-B, Pune University.
4. Pāṇini – Ashtadhyayi (with focus on relevant Sandhi sutras)

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

## Major 2.3: Introduction to Derivational Morphology in Sanskrit – II (Samastapadaprakriyā Strīpratyayāntaśabdānāṁ Niṣpattiśca)

**Course Objectives:**

1. To introduce students to the theory and classification of compound formation in Sanskrit.
2. To explore the structure and derivation of feminine words using Strī-pratyayas.
3. To analyze compound and feminine word derivations through Pāṇinian grammar.
4. To build competence in parsing, generating and interpreting complex nominal forms.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Analyze the grammatical principles behind compounding and feminine derivation.
2. Apply Pāṇinian rules to identify and construct compound and feminine words.
3. Analyze texts for the syntactic and semantic roles of Samāsa and Strī-pratyayas.
4. Compare derivational forms across classical literature and modern usage.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.3 | Introduction to Derivational Morphology in Sanskrit – II (Samastapadaprakriyā Strīpratyayāntaśabdānāṁ Niṣpattiśca) | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Samāsa (Compound Formation)** **Credit 1**

- Purpose and significance of compound words in Sanskrit.
- Definitions and basic rules of compound formation.
- Pāṇinian framework – Samāsa-sūtras and Vigraha-vākyas.
- General guidelines: *Ekārthībhāva, Anvayārtha, Upasarjanībhāva.*

**Unit II Types of Compounds – Classification and Derivation.** **Credit 1**

- **Avyayībhāva** – Examples and derivational logic.
- **Tatpuruṣa** – Subtypes: Karmadhāraya, Dvigu, etc.
- **Bahuvrīhi** – Semantic richness and contextual use.
- **Dvandva** – Samāhāra and Itaretara.
- Application of relevant Aṣṭādhyāyīsūtras and examples from texts.

**Unit III Strī-Pratyayas – Feminine Word Formation. Credit 1**

- Introduction to *Strī-pratyaya* rules – Pāṇinian approach (*Striyām*)
- Primary feminine suffixes: *Ṇī, Ṭāp, Īn, Ḍī, Ṭī.*
- Semantic conditions and exceptions (e.g., *Guṇavacchabdāt striyām ṭāp*)
- Derivation from prātipadikas, adjective roots and Kṛdanta words.

**Unit IV Interpretation and Usage in Classical Texts. Credit 1**

- Parsing compound and feminine forms in epic and classical texts.
- Analysis of stylistic and poetic uses (e.g., *Raghuvaṁśa*, *Meghadūta*, *Bhagavadgītā*)
- Exercises in identifying Samāsa types and strī-pratyaya forms.
- Practical application in translation, teaching and computational tools.

**Essential/Recommended readings/Texts:**

1. Vasu, S. C. (1891). The Ashtadhyayi of Pāṇini – English translation with notes.
2. Pāṇini – Ashtadhyayi (with focus on sutras related to compound formationand feminine suffixes)

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

# SEMESTER - 4

## Major 2.4: Syntax (Vākyasaṁracanā) – Karaka Theory: The Syntactico-Semantic Relations

**Course Objectives:**

1. To introduce the fundamental syntactic structure of Sanskrit sentences.
2. To examine the relationship between *Kāraka* roles and *Vibhakti* endings.
3. To understand how meaning is determined by the interface of syntax and semantics.
4. To analyze sentence structure through the lens of traditional and modern linguistic frameworks.

**Learning Outcomes:**

After completion of the course, the students will:

1. Identify Kāraka roles and their grammatical realizations.
2. Map Vibhakti-s to underlying semantic roles.
3. Parse and analyze Sanskrit sentences using syntactic and semantic principles.
4. Critically engage with Pāṇinian syntax and its applications in modern linguistics and NLP.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.4 | Syntax (Vākyasaṁracanā) – Karaka Theory: The Syntactico-Semantic Relations | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Sanskrit Syntax.** **Credit 1**

- Syntax - Western and Indian perspectives.
- Pāṇinian insights into sentence structure (*Vākya-saṅghatana*)
- Overview of *Śabda, Pada, Vākya* – syntagmatic arrangements.
- The role of Word Order vs. Inflectional Endings in Sanskrit.

**Unit II Introduction to Kāraka Theory.** **Credit 1**

- Meaning and classification of *Kārakas*: *Kartā, Karma, Karaṇa, Sampradāna, Apādāna, Adhikaraṇa.*
- Relationship between action (*Kriyā*) and Kāraka.
- Role of *Ākāṅkṣā, Yogyatā and Āsatti* in sentence formation.
- Kāraka mapping rules in the Aṣṭādhyāyī (starting from Sūtra 1.4.23)

**Unit III Vibhakti and Semantic Functions.** **Credit 1**

- Case-endings (*Vibhakti*) and their correspondence to Kārakas.
- Deviations and variations: multiple Kāraka-s for a Vibhakti and vice versa.
- Theoretical and practical aspects of *Sāmānādhikaraṇya* and *Anvaya.*
- Role of Ellipsis (L*opa*) and implicit arguments in sentence structure.

**Unit IV Applications and Analysis.** **Credit 1**

- Kāraka-based analysis of classical Sanskrit texts (*Bhagavadgītā*, *Rāmāyaṇa*, *Mahābhārata*)
- Sentence parsing and Kāraka-tree (Dependency graph/tree) generation.
- Introduction to modern linguistic applications: dependency grammar, treebanks.
- Insights into computational approaches (e.g., Pāṇini's grammar in NLP)

**Essential/Recommended readings/Texts:**

1. Vasu, S. C. (1891). The Ashtadhyayi of Pāṇini – English translation with notes
2. Kulkarni, Amba (2019), Sanskrit Parsing: Based on the Theories of Shabdabodha D.K. Printworld Pvt. Ltd.
3. Pāṇini – Ashtadhyayi (with focus on relevant Kāraka sutras)

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

# Major 2.5: Pāṇinīya Śikṣā: Sanskrit Phonetics & Phonology

**Course Objectives:**

1. To introduce students to the phonetic, phonological and grammatical foundations of Sanskrit as described in the Pāṇinīya Śikṣā.
2. To explore the traditional Indian perspectives on sound articulation and pronunciation.
3. To build an understanding of the Śikṣā as a Vedāṅga
4. To develop students' ability to analyze Sanskrit phonetics using traditional and modern linguistic tools.

**Learning Outcomes:**

After completion of the course, the students will:

1. Analyze Pāṇinīya Śikṣā shlokas critically for phonetic, phonological and recitation principles.
2. Demonstrate accurate Vedic recitation following traditional rules and guidelines.
3. Apply Śikṣā principles to teaching Sanskrit and linguistic research.
4. Evaluate the phonetic and cognitive significance of Pāṇinīya phonetics in broader linguistic studies.
5. Integrate knowledge of Vedāṅgas in interpreting and preserving Vedic traditions.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.5 | Pāṇinīya Śikṣā: Sanskrit Phonetics & Phonology | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Śikṣā as a Vedāṅga.** **Credit 1**

- Definition and importance of Śikṣā in Vedic tradition.
- Overview of the six Vedāṅgas.
- Historical context of Pāṇinīya Śikṣā.
- Application of śikṣā principles in teaching Sanskrit today.
- Relevance of Pāṇinīya phonetics in linguistic and cognitive studies.

**Unit II Critical Reading of Pāṇinīya Śikṣā (Shlokas 1–15).** **Credit 1**

- Enumeration of phonemes.
- Process of speech production.
- Fivefold classification of speech sounds and three types of accents.
- Three types of duration, Musical notes based on three types of accents.
- Eight places of articulation.
- Eight types of modification of aspirants.

**Unit III Critical Reading of Pāṇinīya Śikṣā (Shlokas 16–30). Credit 1**

- Places of articulation of vowels, consonants etc. and their duration.
- Articulation of Anusvara and others.
- Pronunciation of Ranga and Kampa sounds.

**Unit IV Critical Reading of Pāṇinīya Śikṣā (Shlokas 31–60). Credit 1**

- Six faults in Vedic Recitation (*Adhama-pathaka*)
- six merits in recite (*Pathaka-gunas*)
- Method of recitation during morning, midday and evening.
- enumeration of six Vedangas.
- Representation of accents through finger points.
- Production of Svaras and their places.
- Restrictions regarding mantra chanting (How mantras should not be pronounced)

**Essential/Recommended readings/Texts:**

1. Sreenivasacharya, K. (1948). *The Pāṇinīya Śikṣā with Uvaṭa's commentary*. Oriental Institute.
2. Ghosh, M. M. (1968). *Pāṇiniya Śikṣā*. University of Calcutta.
3. Mahato, D. V. (1990). *Pāṇiniya Śikṣā* (Ed. & Trans., in Hindi). Motilal Banarsidass.
4. बालकृष्णशर्मा, बच्चूलालअवस्थीकृतभाष्यसहितापाणिनीयशिक्षा, कालिदास अकादमी।

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

# Major 2.6: Sanskrit Lexicography

**Course Objectives:**

1. To understand the historical development of Sanskrit lexicography from ancient to modern times.
2. To learn the structural principles underlying Sanskrit dictionaries.
3. To study the grammar and semantic basis underlying Sanskrit lexical traditions.
4. To explore modern methods and tools in lexicographical compilation.
5. To acquire practical skills to contribute to lexicographical or digital humanities projects.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Identify and explain the structure and usage of major Sanskrit lexicons.
2. Critically assess traditional and modern Sanskrit lexicographical practices.
3. Use Sanskrit dictionaries (monolingual, bilingual and thesauri) for research and translation.
4. Engage in digital Sanskrit lexicography using contemporary tools.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.6 | Sanskrit Lexicography | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Lexicography.** **Credit 1**

- Definition and scope of lexicography.
- Types of dictionaries: Monolingual, Bilingual, Technical, Thesauri.
- Significance of lexicography in Sanskrit studies.
- Historical Development of Sanskrit Lexicography:
  - Early lexicons: Nighaṇṭu, Amarakosha.
  - Medieval lexicons: Abhidhānacintāmaṇi, Vaijayantīkośa, Trikāṇḍakośa.
  - Colonial and modern efforts: Monier-Williams, Apte, Böhtlingk-Roth, Shabdakalpadruma etc.

**Unit II Structure and Principles of Sanskrit Lexicons.** **Credit 1**

- Arrangement principles: Semantic, Phonetic, Alphabetical.
- Lexical categories: Synonyms, Homonyms, Polysemy.
- Role of gender, number and case in entries.
- Case study of Amarakosha, its organization and structure.

**Unit III Lexicographical Techniques and Methods. Credit 1**

- Compilation techniques: sourcing, classification, definitions.
- Challenges in interpreting ancient lexicons.
- Differences in print and digital dictionaries.
- Shastra koshas such as Nyaya Kosha, Mimansa Kosha, Shrauta Kosha etc.

**Unit IV Digital Lexicography and Practical Applications. Credit 1**

- Overview of digital Sanskrit lexicography tools (e.g., Cologne Digital Sanskrit Dictionaries)
- XML encoding and TEI for dictionaries.
- OCR and digitization of manuscripts.
- Student project: Compile and present a lexical entry or mini-glossary.

**Essential/Recommended readings/Texts:**

1. Patkar, M. M. (1980). History of Sanskrit lexicography. Munshiram Manoharlal.
2. Talekar, R. S. (Ed.). (1896). Amarakosha, with the commentary of Maheswara. Government Central Book Depot.
3. Monier Williams, A Sanskrit-English Dictionary (Preface and Introduction) Varanasi: Motilal Banarasi Das
4. Cologne Sanskrit Lexicon Project (https://www.sanskrit-lexicon.uni-koeln.de/)

**Additional Readings:**

1. Böhtlingk, Otto. Sanskrit-Wörterbuch. (1858) St. Peterburg: Buchdruckerei Der Kaiserlichen Akademie Der Wissenschaften.
2. Apte, V. S. VS Apte's The practical Sanskrit-English dictionary. Poona: Prasad Prakashan
3. Macdonell, A. A Practical Sanskrit Dictionary. London: Oxford University Press.

# THIRD YEAR: MAJOR PAPERS

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

# SEMESTER – 5

## Major 3.1: Paspasāhnika of the Mahābhāṣya

**Course Objectives:**

1. To introduce students to the structure and style of the Mahābhāṣya.
2. To familiarize students with the contents of the Paspasāhnika and its grammatical concepts.
3. To explore the philosophical and linguistic discussions of Mahābhāṣya.
4. To develop the ability to read and analyze traditional Sanskrit grammatical texts.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Understand the life, works and scholarly contributions of Patañjali.
2. Examine the structure, purpose and historical context of the Mahābhāṣya within the Vyākaraṇa tradition.
3. Analyze key themes, technical terms and grammatical debates in the Paspasāhnika.
4. Develop skills in textual reading, interpretation, translation and explanation of complex grammatical passages.
5. Evaluate comparative perspectives and modern scholarship on Patañjali's grammar.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.1 | Paspasāhnika of the Mahābhāṣya | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to the Mahābhāṣya.** **Credit 1**

- Life and works of Patañjali.
- Structure and purpose of the Mahābhāṣya.
- Context within the Vyākaraṇa tradition.

**Unit II Analysis of Key themes in Paspasāhnika.** **Credit 1**

- *Shabdanam anushasanam – of Laukika and Vaidika words.*
- The purposes of studying grammar – *Raksha, Uha etc.* and 13 secondary uses.
- *Akriti and Dravya paksha* of words.
- On the Varttika – *Siddhe Shabdartha Sambandhe….*
- Dharma from *Jnana or Prayoga?*
- Meaning of Vyakarana – words and rules (*Lakshya and Lakshana*)
- Defects of pronunciation.
- *Akshepa varttika ishtabuddhyarthasceti..*and *Samadhana-bhashyam*.

**Unit III Textual Reading and Interpretation.** **Credit 1**

- Reading passages from Paspasāhnika with commentary.
- Breakdown of complex sentences and technical terms.
- Translation and explanation exercises.

**Unit IV Comparative and Scholarly Perspectives.** **Credit 1**

- Commentaries on the Mahābhāṣya (Kaiyaṭa, Nāgeśa)
- Modern scholarship on Paspasāhnika.
- Discussion and synthesis of interpretations.

**Essential/Recommended readings/Texts:**

1. Chakravarti, P. Ch. (1925). The Mahābhāṣya, Adhyāya 1, Pāda I, Āhnika 1 (Introduction). The Indian Historical Quarterly, 1, 703–739. Edited by N. N. Law. Calcutta.
2. Shastri, P. S. Subrahmanya. (1960). Lectures on Patañjali's Mahābhāṣya: Vol. I (Āhnika 1–3) (2nd ed.). Thiruvaiyaru.
3. Ray, K. R. (1963). Vyākaraṇa-Mahābhāṣya (Paspasāhnika, Section I). Calcutta.
4. Chatterji, K. Ch. (1972). Patañjali's Mahābhāṣya: Paspasāhnika (Introductory Chapter) (Rev. 4th ed., edited with English translation, notes and commentaries). Calcutta.
5. Abhyankar, K. V., & Shukla, J. M. (1975). Patañjali's Vyākaraṇa-Mahābhāṣya: Āhnikas 1–3 with English translation and notes. Poona: Bhandarkar Oriental Research Institute (B.O.R.I.).
6. Joshi, S. D., & Roodbergen, J. A. F. (1986). Patañjali's Vyākaraṇa-Mahābhāṣya: Paspasāhnika – Introduction, Text, Translation and Notes. Pune: University of Poona.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Major 3.2: Kṛt affixes in Pāṇinian grammar

**Course Objectives:**

1. To introduce students to the concept and classification of Kṛt-pratyayas (primary suffixes) in Vyakarana.
2. To analyze the grammatical rules governing the formation and usage of Kṛt-suffixes as per Pāṇini's Aṣṭādhyāyī.
3. To develop students' ability to create words using Kṛt-pratyayas.
4. To study examples of primary suffixes in classical Sanskrit texts xd.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Identify and classify various Kṛt-pratyayas in Sanskrit.
2. Explain the grammatical rules and conditions for the use of Kṛt-pratyayas.
3. Derive verbal nouns and adjectives using appropriate suffixes.
4. Construct sentences employing words derived from primary suffixes.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.2 | Kṛt affixes in Pāṇinian grammar | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Suffixes in Sanskrit Grammar.** **Credit 1**

- Classification of pratyaya : Kṛt, Taddhita and Tiṅ.
- Difference between primary and secondary suffixes.
- Place of Kṛt-pratyayas in Sanskrit grammar.

**Unit II Classification and Semantic Functions of Primary Suffixes.** **Credit 1**

- Bhāvakṛt (denoting action)
- Kārakakṛt (denoting agent or instrument)
- Bhāvakartṛkṛt (denoting doer of the action)
- Kālavācī and other specialized suffixes.

**Unit III Important Primary Suffixes and Their Derivation Rules.** **Credit 1**

- Analysis of suffixes such as - Ṇvul (Aka -Aka), Aṇ, Ṇyat, Tumun, Tṛc, Lyuṭ, Śatṛ, Śānac, Ktvā, Kta etc.
- Derivation processes, accent rules and phonetic changes.
- Exceptions and special cases.

**Unit IV Application of Primary Suffixes in Literature. Credit 1**

- Selected verses from texts such as Rāmāyaṇa, Mahābhārata and kāvyas.
- Grammatical analysis of words formed by primary suffixes.
- Interpretation and contextual usage.

**Unit V Traditional Commentaries and Scholarly Interpretations. Credit 1**

- Excerpts from the Mahābhāṣya, Kāśikāvṛtti, Siddhāntakaumudī.
- Comparative insights from modern scholars.
- Practice in reading and interpreting sūtras and vṛttis.

**Essential/Recommended readings/Texts:**

1. Joshi, S. D., & Roodbergen, J. A. F. (1976). The structure of the Aṣṭādhyāyī of Pāṇini. University of Poona.
2. Kapoor, K. (2010). Dimensions of Pāṇini grammar. D. K. Printworld.Bhaṭṭoji Dīkṣita. (n.d.). Siddhāntakaumudī (S. C. Vasu, Trans.). Motilal Banarsidass.
3. Kale, M. R. A higher Sanskrit grammar. Motilal Banarsidass.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Major 3.3: The influence of Sanskrit on Indian and Southeast Asian languages

**Course Objectives:**

1. To examine the evolution and status of Sanskrit as a classical language and its role in shaping linguistic traditions in India and Southeast Asia.
2. To investigate the structural and lexical influence of Sanskrit on major Indian and Southeast Asian languages through comparative linguistic analysis.
3. To evaluate primary and secondary sources, including inscriptions, manuscripts and literary texts, that document Sanskrit's influence across regions.
4. To understand the interdisciplinary interaction between language, religion and political power in the diffusion of Sanskritic traditions.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Examine the classification of Sanskrit within the Indo-European language family and its linguistic features.
2. Analyze the influence of Sanskrit on Indian and Southeast Asian languages, both historically and in contemporary contexts.
3. Explore mechanisms of language contact, transmission and script development in South and Southeast Asia.
4. Evaluate the role of Sanskrit in literature, administration, education and digital revival efforts.
5. Develop critical understanding of linguistic convergence, adaptation and hybridization in multilingual societies.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| **Major 3.3** | **The influence of Sanskrit on Indian and Southeast Asian languages** | **04** | **0** | **0** | **04** |

**Details of Course:**

**Unit I Introduction to Sanskrit Linguistics.** **Credit 1**

- Classification of Sanskrit within the Indo-European language family.
- Overview of Vedic and Classical Sanskrit.
- Linguistic features: Phonology, Morphology, Syntax.

**Unit II Sanskrit and Indian Language Families.** **Credit 1**

- Influence of Sanskrit on Indo-Aryan languages: lexical and structural.
- Influence on Dravidian languages.

- Influence on Munda and Tibeto-Burman languages.
- Role of Sanskrit in Indian Education, Legal System, Administration etc.
- Contemporary Relevance and Linguistic Legacy of Sanskrit:
  - Sanskrit in modern Indian languages (e.g., Hindi, Marathi, Bengali)
  - Sanskrit and language policy in India and Southeast Asia.
  - Digital Sanskrit: corpus linguistics and computational efforts.
  - Sanskrit revival in present times and postcolonial perspectives.

**Unit III Mechanisms of Language Contact and Transmission. Credit 1**

- Routes of transmission: Trade, Religion, Political patronage.
- Development and spread of the Brahmi script and its derivatives.
- Role of Sanskrit in Buddhist and Jain texts.
- Linguistic ecology of multilingual societies.

**Unit IV Sanskrit in Southeast Asia. Credit 1**

- Historical context: Indianization of Southeast Asia.
- Sanskrit in Khmer, Thai, Javanese, Balinese and Old Malay.
- Adaptation of epics (Ramayana, Mahabharata) in local languages.
- Inscriptions and royal language use (e.g., Angkor, Borobudur)
- Linguistic convergence and hybrid forms.

**Essential/Recommended Readings/Texts:**

1. **Grierson, George A.** (1903–1928). *Linguistic Survey of India*. Calcutta: Office of the Superintendent, Government Printing, India.
2. Emeneau, M. B. (1956). India as a linguistic area. Language.
3. Sastri, S. (2005). Sanskrit words in Southeast Asian languages. Somaiya Publications.
4. Raghavan, V. (Ed.). The Ramayana tradition in Asia. Sahitya Akademi.
5. Bronkhorst, J. The spread of Sanskrit in Southeast Asia. In Early interactions between South and Southeast Asia.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

# SEMESTER – 6

## Major 3.4: Taddhita-Pratyayaḥ

**Course Objectives:**

1. To introduce students to the concept and significance of Taddhita Pratyayās (secondary suffixes) in Pāṇinian grammar.
2. To develop a systematic understanding of the formation and classification of Taddhita suffixes.
3. To analyze the grammatical principles and rules from the Aṣṭādhyāyī related to Taddhita suffixes.
4. To enable students to interpret and apply Taddhita rules in linguistic analysis and derivation.

**Learning Outcomes:**

After completion of the course, the students will:

1. Explain the concept, role and importance of Taddhita suffixes in Sanskrit grammar.
2. Classify Taddhita suffixes based on semantic relations and grammatical categories.
3. Analyze relevant sūtras from the Aṣṭādhyāyī concerning secondary suffixes.
4. Apply Pāṇinian rules for secondary derivation to generate forms.
5. Engage with commentaries and scholarly discussions on Taddhita rules.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.4 | Taddhita-Pratyayaḥ | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Taddhita.** **Credit 1**

- Definition and nature of Taddhita Pratyayās.

**Unit II Semantic Classifications of Taddhita Suffixes.** **Credit 1**

- The main Taddhita suffixes –
  1. अण्
  2. ठक्
  3. यत्
  4. छ
  5. ठञ्
- Semantic bases of अण् suffix – such as *Apatyam* etc. (44 meanings)
- Systematic study of derivations based on meaning.

**Unit III Detailed Study of the Suffixes.** **Credit 1**

- Semantic bases of ठक् and यत् suffixes – such as *Samskritam* etc.
- Systematic study of derivations based on meaning.
- Semantic bases of छ and ठञ् suffixes.
- Application of rules through examples and derivations.

**Unit IV Practical Applications and Exercises.** **Credit 1**

- Textual examples from classical literature.
- Parsing and derivation exercises using Taddhita rules.
- Translation and grammatical analysis of derived forms.

**Essential/Recommended Readings/Texts:**

1. Bhate, Saroja. (1989). *Panini's Taddhita Rules*. University of Poona.
2. Vasu, S. C. (Trans.). *Siddhāntakaumudī of Bhaṭṭoji Dīkṣita*.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

# Major 3.5: Introduction to Śikṣā & Prātiśākhya Works

**Course Objectives:**

1. To introduce the basic concepts of Vedic phonetics and oral tradition.
2. To study the Śikṣā texts and their phonetic principles.
3. To explore the Prātiśākhya literature associated with different Vedas.
4. To understand the linguistic and phonological principles discussed in these texts.

**Learning Outcomes:**

After completion of the course, the students will:

1. Explain the structure and purpose of Śikṣā and Prātiśākhya texts.
2. Analyze the phonetic and phonological systems of Vedic Sanskrit.
3. Interpret select passages from Śikṣā and Prātiśākhya texts with commentary.
4. Evaluate the relevance of ancient phonetic observations in modern linguistic terms.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.5 | Introduction to Śikṣā & Prātiśākhya Works | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Vedic Phonetics.** **Credit 1**

- Importance of oral tradition in Vedic literature.
- Concept of Śikṣā and Prātiśākhya works, general vs. applied phonetics.
- Overview of phonetic precision in Vedic chanting, the *Asta-Vikritis* etc.

**Unit II Śikṣā Texts and their Key Features.** **Credit 1**

- Phonetic rules across different Śikṣā texts.
- Concepts of Varṇa, Svara, Mātrā, Balam and Sāma.
- Euphonic combinations and sound modulations.

**Unit III Introduction to Prātiśākhya Literature.** **Credit 1**

- Importance and function of Prātiśākhya texts.
- Relationship with respective Śākhās of the Vedas.
- Sandhi, Svara rules, Padapāṭha and Saṃhitāpāṭha.
- Readings from Ṛgveda Prātiśākhya.
  - Textual readings and explanation of selected passages.
  - Phonological analysis of Vedic sound patterns.
  - Commentarial insights and scholarly interpretations.

**Unit IV Vedic Phonology, Relevance to Modern Linguistics and Recitation. Credit 1**

- Comparison of phonetic systems across.
- Influence on later phonological theories and grammar.
- Synchronic and diachronic aspects of Vedic phonetics.
- Phonetics and modern acoustic studies of Vedic recitation.
- Research directions and digital projects on Vedic phonetics.

**Essential/Recommended Readings/Texts:**

1. Allen, W. S. (1953). *Phonetics in Ancient India*. London: School of Oriental and African Studies (SOAS).
2. Verma, S. (1961). *Critical studies in the phonetic observations of Indian grammarians*. London: Royal Asiatic Society. Reprint: New Delhi: Munshi Ram Manohar Lal.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Major 3.6: Brahmakāṇḍa of Vākyapadīyam (Linguistic Philosophy)

**Course Objectives:**

1. To introduce students to the philosophical and linguistic significance of the Brahmakāṇḍa of Bhartṛhari's Vākyapadīya.
2. To critically examine Bhartṛhari's theory of Śabdabrahman and its implications for language, cognition and metaphysics.
3. To contextualize Bhartṛhari's thought within the broader Indian philosophical tradition, especially in relation to Mīmāṁsā, Vedānta and Buddhist epistemology.
4. To develop the ability to read and interpret primary Sanskrit texts with philological and philosophical approach.

**Learning Outcomes:**

After completion of the course, the students will:

1. Comprehend and explain key concepts in the Brahmakāṇḍa such as Śabdabrahman, Sphoṭa, Prakṛti-Pratyaya and Parā-vāk.
2. Compare Bhartṛhari's ideas with other schools of Indian philosophy.
3. Critically assess secondary scholarship on Bhartṛhari's linguistic philosophy.
4. Engage in independent research on themes related to the Vākyapadīya and present informed arguments.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.6 | Brahmakāṇḍa of Vākyapadīyam (Linguistic Philosophy) | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Bhartṛhari and the Vākyapadīya.** **Credit 1**

- Life and works of Bhartṛhari.
- Structure of the Vākyapadīya: Kāṇḍas and their themes.
- Overview of Indian linguistic and philosophical traditions relevant to Bhartṛhari.

**Unit II The Concept of Śabdabrahman.** **Credit 1**

- Philosophical foundations of Śabdabrahman.
- Relation between language and reality.
- Śabda as ontological and epistemological category.
- Discussion of selected verses of Brahmakāṇḍa.

**Unit III The Nature of Language and Cognition.** **Credit 1**

- Sphoṭa theory and its implications.
- Vāk (speech) as cognitive process: Parā, Paśyantī, Madhyamā, Vaikharī.

- Prakṛti-pratyaya analysis.
- Discussion on unity and multiplicity of word meanings.
- Epistemological and Metaphysical Implications.
  - Language and liberation (Mokṣa)
  - The role of grammar in philosophical inquiry.
  - Discussion of representative verses and commentaries (e.g. by Helārāja)

**Unit IV Interpretative Traditions and Scholarly Engagement. Credit 1**

- Major commentators and their positions.
- Modern scholarly interpretations.
- Comparative perspectives: Western philosophy of language and Bhartṛhari.

**Essential/Recommended Readings/Texts:**

1. Bhartṛhari. (1963). *Vākyapadīya (Brahmakāṇḍa)*, with the commentary of Helārāja (K. A. Subramania Iyer, Ed.). Pune: Deccan College.
2. Bhartṛhari. *Vākyapadīya of Bhartrhari: Brahmakāṇḍa*, edited with translation by K. A. Subramania Iyer. Pune: Deccan College.

**Suggested Readings:**

1. Coward, Harold G. (1976). Bhartṛhari. Boston: Twayne Publishers.
2. Bronkhorst, Johannes. (1990). Bhartṛhari and the Buddhists on Language. Journal of Indian Philosophy, 18(4), 311–337.
3. Matilal, Bimal Krishna. (1990). The Word and the World: India's Contribution to the Study of Language. Delhi: Oxford University Press.
4. Patnaik, Tandra. (1994). Bhartṛhari: A Philosophical Study. Delhi: DK Printworld.
5. Rāja, Cakravartin. (2003). Sphoṭa Theory of Language: A Philosophical Analysis. Delhi: Motilal Banarsidass.

# FOURTH YEAR: MAJOR PAPERS

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

# SEMESTER – 7

## Major 4.1: Niruktam

**Course Objectives:**

1. To Understand the historical and linguistic significance of *Nirukta.*
2. To know the detailed study of the first chapter of *Nirukta*.
3. To gain Knowledge of etymologies of archaic Vedic words.

**Learning Outcomes:**

After completion of the course, the students will:

1. Understand the significance of Nirukta within the Vedāṅga tradition and its role in Sanskrit etymology.
2. Examine the structure, purpose and classification of Yāska's Nighantu.
3. Analyze the categories of words and principles of semantic modification in Nirukta.
4. Explore Yāska's approach to the derivation of nouns from verbal roots.
5. Apply Nirukta principles to linguistic, etymological and semantic studies in Sanskrit.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.1 | Niruktam | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Nirukta.** **Credit 1**

- Overview of the *Vedangas* and their relevance.
- Origin, purpose and significance of Yaska's *Nirukta.*
- Structure of *Nighantu* and its classification.

**Unit II Detailed Study of Nirukta (Adhyaya I. 1-2)** **Credit 1**

- Explanation of the word Nighantu.
- The Shad-Bhavavikaras (Six Modifications) and their explanations.
- Categories of words: Nāma, Ākhyāta, Upasarga, Nipāta.
- Upasarga-s and their meanings.
- Nipatas and their meanings.
- Yaska's approach to etymology and semantics.

**Unit III Detailed Study of Nirukta (Adhyaya I. 3-4)** **Credit 1**

- The origin of nouns from verbal roots.

**Unit IV Detailed Study of Nirukta (Adhyaya I. 5-6)** **Credit 1**

- The importance and use of *Nirukta* in etymological studies.

**Essential/Recommended Readings/Texts:**


1. Sarup, Lakshman. (1920). *The Nighantu and Nirukta*. Oxford: Oxford University Press.
2. Varma, Siddheswar. (1953). *The Etymologies of Yaska (= VIS 5)*. Hoshiarpur: Vishveshvaranand Vedic Research Institute.
3. महामहोपाध्याय पण्डित छज्जूरामशास्त्री विद्यासागर, (2020), *निरुक्तपञ्चाध्यायी*, नई दिल्ली : मेहरचन्द लछमनदास पब्लिकेशन्स्।
4. Joshi, S. D., & Roodbergen, J. A. F. *Studies in Sanskrit Grammarians*. *(Publication details not available)*

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Major 4.2: Strī Pratyayās (Feminine Suffixes) in Sanskrit Grammar

**Course Objectives:**

1. To understand the formation and application of Strī Pratyayās (feminine suffixes) in Sanskrit.
2. To analyze the grammatical rules governing feminine derivations.
3. To develop proficiency in identifying and applying feminine suffixes in various linguistic contexts.

**Learning Outcomes:**

After completion of the course, the students will:

1. Identify and classify different types of Strī-Pratyayās.
2. Apply Pāṇinian rules to derive feminine forms correctly.
3. Explain the role of context and gender semantics in choosing appropriate feminine affixes.
4. Analyze derivational processes using examples from classical and modern Sanskrit texts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.2 | Strī Pratyayās (Feminine Suffixes) in Sanskrit Grammar | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Feminine Affixes.** **Credit 1**

1. Definition and significance of Strī Pratyayās.
2. Types of Strī Pratyayās in Sanskrit grammar.
3. General rules of formation.

**Unit II The Strī Pratyayās.** **Credit 1**

1. टाप्
2. डाप्
3. चाप्
4. ङीप्
5. ङीष्
6. ङीन्
7. ष्फ
8. ऊङ्
9. ति

1. Usage with root words and nominal stems.
2. Secondary Feminine Affixes.
   - Derivation of feminine forms from masculine and neuter stems.
   - Application in words denoting gender transformation.

**Unit III Exceptions and Variations.** **Credit 1**

- Irregular formations and exceptions.
- Special cases in Vedic Sanskrit and Classical Sanskrit.

**Unit IV Usage in Literature.** **Credit 1**

- Analysis of Strī Pratyayās in poetry and prose.
- Influence on sentence structure and meaning.

**Essential/Recommended Readings/Texts:**

1. Bhaṭṭojidīkṣitaḥ, *Siddhāntakaumudī*, English Translation by S. C. Vasu.
2. Relevant chapters from modern Sanskrit grammar textbooks.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

# Major 4.3: Sanskrit Computational Linguistics

**Course Objectives:**

1. To introduce the principles and methods of computational linguistics applied to the Sanskrit language.
2. To familiarize students with Paninian grammar and its formalism.
3. To develop skills in applying computational tools and algorithms to Sanskrit language processing.
4. To explore the intersection of traditional Sanskrit grammatical knowledge with modern computational models.

**Learning Outcomes:**

After completion of the course, the students will:

1. Analyze and evaluate Pāṇinian grammar in a computational framework.
2. Apply NLP tools to process Sanskrit texts.
3. Assess computational models of Sanskrit morphology and syntax.
4. Engage with current research and tools in Sanskrit computational linguistics.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.3 | Sanskrit Computational Linguistics | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Computational Linguistics and Sanskrit.** **Credit 1**

- Basics of computational linguistics.
- Unique linguistic features of Sanskrit.
- History of Sanskrit computational efforts.
- Challenges and motivations in Sanskrit NLP.

**Unit II Paninian Grammar and Formalism.** **Credit 1**

- Structure of Ashtadhyayi.
- Concepts of Pada, Samjna, Paribhasha, Anuvritti, Adhikara.
- Karaka theory.
- Similarities with computer programming languages.

**Unit III Morphology and Word Formation.** **Credit 1**

- Sandhi rules and their computational modelling.
- Samasa formation.
- Algorithms for morphological analysis and generation.
- Derivational morphology: Kridanta, Taddhita.

**Unit IV Semantic Analysis and Research Trends.** **Credit 1**

- Word sense disambiguation in Sanskrit.
- Mapping Karakas to semantic roles.
- Machine translation involving Sanskrit.
- Digital tools and resources: Samsadhini, INRIA tools, etc.
- Overview of current research and tools.
- Open-source projects in Sanskrit NLP.
- OCR for Grantha script, Manuscripts and computation tools.

**Essential/Recommended Readings/Texts:**

1. Suryanarayana, K. (1994). Morphology in Sanskrit grammar. In S. S. Agrawal (Ed.), IT applications in language, script and speech (pp. 417–422). Delhi: BPB Publications.
2. Akshar Bharati, Vineet Chaitanya, Rajeev Sangal, with contributions from K. V. Ramakrishnamacharyulu, *Natural Language Processing: A Paninian Perspective*, New Delhi: Prentice-Hall of India.
3. Aklujkar, Ashok, *The Tradition of Grammar in Sanskrit*, Delhi: Motilal Banarsidass.
4. Computational tools developed by UoH, IIT Kanpur etc., *(Institutional publication details unavailable – please provide for accurate citation).*
5. Huet, Gérard, *Sanskrit Heritage Platform*, retrieved from https://sanskrit.inria.fr/

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

# SEMESTER – 8

## Major 4.4: Bhāṣāpākāḥ

**Course Objectives:**

1. To introduce students to conversational Sanskrit through teacher–student dialogues and everyday situational exchanges.
2. To develop foundational understanding of Sanskrit grammar through spoken and contextual usage rather than rote memorization.
3. To strengthen listening and speaking proficiency in Sanskrit using shlokas, subhāṣitas and simple narratives.
4. To gradually build competence in reading and comprehending short Sanskrit passages with correct pronunciation and intonation.
5. To cultivate an appreciation of Sanskrit as a living, expressive language reflecting India's cultural and traditional heritage.

**Learning Outcomes:**

After completion of the course, the students will:

1. Engage in basic to advanced level conversations in Sanskrit with grammatical accuracy and fluency.
2. Demonstrate understanding of essential grammatical structures such as pronouns, verb forms and case endings through contextual and spoken use.
3. Acquire and apply an active vocabulary suitable for both everyday communication and academic discussion in Sanskrit.
4. Interpret and recite short shlokas or subhāṣitas with comprehension of their meaning and cultural significance.
5. Display confidence in listening, responding and conversing in Sanskrit across progressively complex situations - from Praveśa to Kovida levels.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.4 | Bhāṣāpākāḥ | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Bhāṣāpākaḥ 1 (Level 1 / Praveśa)** **Credit 1**

- Conversational layout: teacher student dialogue format.
- Basic grammar explained in simple spoken contexts (e.g., pronouns, roots).
- Focus on listening and speaking practice in everyday situations.
- Built in vocabulary, simple shlokas, short dialogue exercises — all aligned to Volume 1 teaching style secure.samskritabharatiusa.orgsamskritabharatiusa.org.

**Unit II Bhāṣāpākaḥ 2 (Level 2 / Parichaya)** **Credit 1**

- Builds on Volume 1 with slightly complex grammatical forms.
- More vocabulary expansion and longer conversational passages.
- Short stories, questions and answers, shlokas, grammar in context.
- Continued emphasis on speaking fluency in guided situations.

**Unit III Bhāṣāpākaḥ 3 (Level 3 / Shikṣā)** **Credit 1**

- Further grammatical explanations in dialogues (e.g. verb forms, case endings).
- Expanded listening speaking activities.
- Inclusion of simple narratives and reading comprehension in spoken style.
- Shlokas or Subhāṣitas relevant to the level.

**Unit IV Bhāṣāpākaḥ 4 (Level 4 / Kovida)** **Credit 1**

- Advanced spoken dialogues covering more nuanced grammar.
- Practical conversation drills, everyday functional scenarios.
- Cultural and traditional heritage content integrated with speech practice.
- Likely includes selected textual pieces and guided discussions.

**Essential/Recommended Readings/Texts:**

1. आचार्य जनार्दन हेगडेः, *भाषापाकः – 1, 2, 3*, बेङ्गलूरुः : संस्कृतभारती।

**Suggested Readings:**

1. डॉ. चारुदेव शास्त्री, (1976), *वाग्व्यवहारादर्शः*, वाराणसी : मोतीलाल बनारसीदास।
2. आचार्य जनार्दन हेगडेः, (2010), *शद्धिकौमुदी*, बेङ्गलूरुः : संस्कृतभारती।
3. डॉ. चारुदेव शास्त्री, (2019), *शब्दापशब्दविवेकः*, दिल्ली : नाग पब्लिशर्स।

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

# Major 4.5: Sanskrit Semantics

**Course Objectives:**

1. To understand the foundational principles of semantics in Sanskrit.
2. To explore the philosophical and linguistic traditions of Sanskrit semantics.
3. To analyze different schools of Sanskrit semantics, including Nyaya, Mimamsa and Vyakarana.
4. To examine key texts and theories related to word meaning, sentence meaning and verbal cognition.
5. To develop skills in applying Sanskrit semantic principles to language interpretation and analysis.

**Learning Outcomes:**

After completion of the course, the students will:

1. Explain the nature of meaning and reference in Sanskrit philosophy and articulate the role of śabda as a valid means of knowledge.
2. Differentiate between the various modes of meaning—abhidhā, lakṣaṇā and vyañjanā—and evaluate their relevance in interpreting texts.
3. Analyze the theories of verbal cognition (śābdabodha) and the factors determining sentence meaning such as ākāṅkṣā, yogyatā and sannidhi.
4. Compare the interpretative models of anvitābhidhāna, abhihitānvaya and sphoṭa in relation to modern semantic theories.
5. Apply insights from Sanskrit semantics to interdisciplinary fields such as modern linguistics, philosophy of language and computational linguistics.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.5 | Sanskrit Semantics | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Sanskrit Semantics.** **Credit 1**

- Meaning and reference in Sanskrit philosophy.
- The concept of *Śabda* (word) and its significance.

**Unit II Word Meaning and Sentence Meaning.** **Credit 1**

- The nature of word meaning (Padārtha).
- Abhidha, Lakshana and Vyanjana.
- The role of intention (Tātparya) in meaning determination.
- Naiyayikas - Yaugika, Rudha, Yogarudha, Yaugikarudha.
- Shaktigrahopayah.

- Deciding factors of meaning – Samyogo Viprayogasca.
- Ambiguity resolution – Vakyat Prakaranat.
- Theories of verbal cognition (Śābdabodha).

**Unit III Conditions of knowing the meaning of a Sentence. Credit 1**

- *Akanksha, Yogyata, Sannidhi.*
- Relation of words in a Sentence: *Bheda* or *Samsarga*.
  - Anvitabhidhana or Abhihitanvaya theories of verbal cognition.
  - Sphota theory and its significance in Sanskrit semantics.

**Unit IV Applications and Contemporary Studies. Credit 1**

- Computational approaches to Sanskrit semantics.
- Comparative analysis of Sanskrit and Western semantic theories.

**Essential/Recommended Readings/Texts:**

1. Verma, Siddheswar. (1926). An analysis of meaning in Indian Semantics. Journal of the Department of Letters, Calcutta University, 13(2), 1–38.
2. Raja, Kunjunni. (1963). Indian Theories of Meaning. Madras: Adyar Library & Research Center.
3. Matilal, B. K. (1990). The Word and the World: India's Contribution to the Study of Language. Delhi: Oxford University Press.
4. Ardona, G. (1997). Pāṇini: His Work and Its Traditions. Delhi: Motilal Banarsidass.
5. Kapoor, Kapil. Text and Interpretation: The Indian View.
6. Kapoor, K. Text and Interpretation: The Indian Tradition. Delhi: DK Printworld.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

# Major 4.6: Sanskrit Translation Studies

**Course Objectives:**

1. To introduce the theoretical foundations of translation studies in the context of Sanskrit.
2. To familiarize students with classical and modern Sanskrit translation techniques.
3. To explore major challenges in translating Sanskrit texts into Indian and international languages.
4. To train students in practical translation from Sanskrit to Indian / English languages and vice versa.

**Learning Outcomes:**

After completion of the course, the students will:

1. Explain key concepts and theories in translation studies relevant to Sanskrit.
2. Evaluate different translations of Sanskrit texts critically.
3. Apply appropriate translation strategies for different genres of Sanskrit literature.
4. Identify cultural, philosophical and linguistic challenges in Sanskrit translation and suggest appropriate solutions.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.6 | Sanskrit Translation Studies | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Translation Studies.** **Credit 1**

- History and evolution of Translation studies.
- Key concepts: Equivalence, Translatability, Loss and Gain.
- Translation in Indian traditions: an overview.

**Unit II Sanskrit and Translation.** **Credit 1**

- Features of Sanskrit relevant to translation.
- Classical Indian theories of language and meaning.
- Notions of meaning and intention in Sanskrit grammar and poetics.
- Sanskrit Translation in the Digital Age and AI Tools.
  - Online Sanskrit translators: Google Translate, Bhashini, Anuvadini, AI tools developed by IITs – their utility and limitations.
  - Strategies to overcome the limitations.

**Unit III Translation Theory and Methodology.** **Credit 1**

- Major western translation theorists (Nida, Catford, Venuti, Jakobson)
- Types of translation: Literal, Free, Dynamic Equivalence, Functional.

- Modern Indian approaches to Sanskrit translation.
- Genres and Translation Practice.
    - Translating Sanskrit Poetry (Kāvya) and prosody challenges.
    - Translation of Śāstric and philosophical texts.
    - Translation of Epics and Purāṇas: Narrative strategies.
    - Translation of Inscriptions and Manuscripts.

**Unit IV Case Studies in Sanskrit Translation. Credit 1**

- Comparative study of different translations of:
    1. Ramayana.
    2. Bhagavad Gītā.
    3. Raghuvamsa.
    4. Analyzing translated works by scholars (e.g., Max Müller, Radhakrishnan etc.)
    5. Practical training in translation:
        - From Sanskrit to Indian Languages or English.
        - From English to Sanskrit.

**Essential/Recommended Readings/Texts:**


1. Nida, E. A. (1964). Toward a Science of Translating. Leiden: Brill.
2. Catford, J. C. (1965). A Linguistic Theory of Translation. Oxford: Oxford University Press.
3. Radhakrishnan, S. (1994). The Principal Upanishads. New Delhi: HarperCollins.
4. डा. नगेन्द्र. (2015). अनुवाद विज्ञान: सिद्धान्त और अनुप्रयोग. नई दिल्ली: हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय।
5. Patnaik, T. P. (2020). Translation and Interpretation in Sanskrit Poetics. Delhi: D.K. Printworld.
6. प्रो. वै. वेङ्कटरमण राव्, *अनुवादसिद्धान्त-अनुवाद का मूल्याङ्कन*।

# SECOND YEAR: MINOR PAPERS

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

# Semester – 1

## Minor 2.A.1: Introduction to Linguistics

**Course Objectives:**

1. To introduce students to the fundamental principles of language and linguistics.
2. To discuss the origin, nature and development of human language.
3. To study the historical development of prominent language families in South Asia.
4. To present a comparative overview of Indo-European, Indo-Aryan (Old, Middle, Modern) and Dravidian languages.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Define the basic concepts of language, its origin and structure.
2. Analyze theories on the evolution and development of human language.
3. Group languages according to genealogical and typological criteria.
4. Reconstruct historical phases of Indo-Aryan languages and recognize features of Dravidian languages.
5. Exhibit sensitivity towards linguistic diversity of the Indian subcontinent.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 2.A.1 | Introduction to Linguistics | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Language – Nature, Origin and Characteristics** **Credit 1**

- Definition and features of human language.
- Animal communication vs. human language.
- Design features of language (Hockett)
- Theories of language origin (Divine, Natural Sound, Social Interaction, etc.)
- Spoken vs. written language.
- Language as a system of communication.

**Unit II Language Development and Change.** **Credit 1**

- Language evolution and historical linguistics.
- Causes of language change (phonological, morphological, syntactic, semantic)
- Language contact and borrowing.
- Dialect, register, idiolect and standardization.
- Language and culture: the Sapir-Whorf hypothesis.
- Language endangerment and revitalization.

**Unit III** **Credit 1**

- Genealogical vs. typological classification.
- Overview of world language families.
- The Indo-European language family: origin, branches, spread.
- Linguistic reconstruction and comparative method.
- Key features of Indo-European languages.

**Unit IV** **Credit 1**

- Old Indo-Aryan (Vedic, Classical Sanskrit)
- Middle Indo-Aryan (Prakrits, Pali, Apabhramsa)
- Modern Indo-Aryan (Hindi, Bengali, Marathi, etc.)
- Major features of Dravidian languages (Tamil, Telugu, Kannada, Malayalam)
- Comparative structures: phonology, morphology, syntax.
- Language contact between Indo-Aryan and Dravidian.

**Essential/Recommended Readings/Texts:**

1. Chatterji, S. K. (1926). Origin and Development of the Bengali Language. Calcutta University Press.
2. Emeneau, M. B. (1956). India as a Linguistic Area. Language, 32(1), 3–16.
3. Masica, C. P. (1991). The Indo-Aryan Languages. Cambridge University Press.
4. Lehmann, W. P. (1993). Historical Linguistics: An Introduction. Routledge.
5. Verma, S. K., & Krishnaswamy, N. (1993). Modern Linguistics: An Introduction. Oxford University Press.
6. Krishnamurti, B. (2003). The Dravidian Languages. Cambridge University Press.
7. Yule, G. (2020). The Study of Language (8th ed.). Cambridge University Press.

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

# Minor 2.A.2: Introduction to Indian Linguistics

**Course Objectives:**

1. To introduce students to the origin and evolution of linguistic thinking in ancient India.
2. To discuss language-related concepts in the Vedas and Vedangas.
3. To study traditional Indian phonetics, grammar and semantics.
4. To give an overview of the genealogical classification of Indian languages.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Examine concepts of language, speech and meaning in the Vedic and classical Indian tradition.
2. Analyze the role of grammar, phonetics and etymology in the Vedāṅgas.
3. Explore contributions of key scholars such as Yāska, Pāṇini, Patañjali and Bhartṛhari to linguistic theory.
4. Evaluate philosophical perspectives on language, meaning and logic in classical India.
5. Appreciate the concepts of language in the Vedic and Vedanga traditions.
6. Develop skills in interpreting Sanskrit texts through semantic, etymological and grammatical frameworks.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 2.A.2 | Introduction to Indian Linguistics | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Language in the Vedic Tradition.** **Credit 1**

- Concepts of vāk, śabda, artha.
- The power of speech in the Rigveda and other Vedas.
- Philosophical perspectives on language in Upanishads.
- Language as a vehicle of sacred knowledge.

**Unit II Language and Grammar in the Vedangas.** **Credit 1**

- Shiksha: Phonetics and pronunciation.
- Vyakarana: Grammar – its status and scope.
- Nirukta: Etymology and semantic interpretation.
- Introduction to Panini's Ashtadhyayi: structure and significance.
- Notions of Sphota, Pada and Vakya.

**Unit III Classical Indian Linguistic Thought.** **Credit 1**

- Contributions of Yāska, Panini, Patanjali and Bhartrihari.
- Sphota theory vs. Western linguistic models.
- Sabda as pramāṇa (source of knowledge)
- Panini's rules and generative approach: precursors to modern linguistics.
- Language and logic (Nyaya and Mimamsa perspectives)

**Unit IV Etymology and Meaning.** **Credit 1**

- Categories of words and explanation of meanings.
- Semantic theory in ancient India.
- Role of etymology in interpreting Vedic texts.
- Linguistic areas and language contact in the Indian subcontinent.

**Essential/Recommended Readings/Texts:**

1. Bhartrihari (5th century CE). Vakyapadiya (selected passages, translated editions).
2. Coward, H. G., & Kunjunni Raja, K. (1990). The Philosophy of the Grammarians. Princeton University Press.
3. Masica, C. P. (1991). The Indo-Aryan Languages. Cambridge University Press.
4. Verma, S. K., & Krishnaswamy, N. (1993). Modern Linguistics: An Introduction. Oxford University Press.
5. Cardona, G. (1997). Panini: A Survey of Research. Motilal Banarsidass.
6. Krishnamurti, B. (2003). The Dravidian Languages. Cambridge University Press.

# THIRD YEAR: MINOR PAPERS

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

# Minor 3.A.1: Indian Linguistic Thought

**Course Objectives:**

1. To introduce students to the evolution of linguistic thought in ancient and classical India.
2. To examine the Vedic and post-Vedic concepts of vāk and śabda.
3. To explore the structure and significance of Pāṇini's Aṣṭādhyāyī.
4. To analyze the treatment of language in Indian philosophical systems, especially in the Nyāya, Mīmāṃsā and Vedānta traditions.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Trace the historical development of linguistic thought in India.
2. Describe the key ideas about language in the Vedic and Vedanga traditions.
3. Analyze and explain Pāṇini's contributions to grammar and linguistic theory.
4. Compare different philosophical perspectives on the nature of language and meaning.
5. Engage critically with classical Indian texts on grammar and semantics.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.1 | Indian Linguistic Thought | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Linguistic Ideas in the Vedas and Early Texts.** **Credit 1**

- Concept of vāk in the Rigveda and Brahmanas.
- Language as sacred and cognitive power.
- Levels of speech (para, pashyanti, madhyama, vaikhari)
- Language, ritual and cosmology.
- Language and cognition in the Upanishads.

**Unit II Language in the Vedangas – Shiksha, Vyakarana, Nirukta.** **Credit 1**

- Shiksha: Sound and articulation (phonetics)
- Nirukta: Yāska and etymology as semantic interpretation.
- Vyakarana: Structure and function of grammar in the Vedanga tradition.
- Formation of linguistic rules and classification of words.

**Unit III Paninian System and Its Legacy.** **Credit 1**

- Panini's Ashtadhyayi: Structure, meta-rules, technical apparatus (pratyahara, anubandha)

- Role of Dhatu-patha and Ganapatha.
- The Mahabhashya of Patanjali.
- Formalism and generative approach in the Paninian system.
- Impact on modern linguistic theory.

**Unit IV Philosophical Schools and Theories of Language. Credit 1**

- Nyaya: Theory of inference and verbal testimony (śabda pramāṇa)
- Mimamsa: Importance of śabda in Vedic interpretation.
- Vedanta: Meaning and non-dualism (advaita)
- Bhartrihari: Sphota theory and the unity of sentence meaning.
- Language as knowledge and metaphysical principle.

**Essential/Recommended Readings/Texts:**

1. Coward, H. G., & Raja, K. K. (1990). The Philosophy of the Grammarians. Princeton University Press.
2. Matilal, B. K. (1990). The Word and the World: India's Contribution to the Study of Language. Oxford University Press.
3. Deshpande, M. (1993). Sanskrit and Prakrit: Sociolinguistic Issues. Motilal Banarsidass.
4. Houben, J. E. M. (1995). The Sanskrit Tradition and the History of Linguistics.
5. Cardona, G. (1997). Panini: A Survey of Research. Motilal Banarsidass.
6. Bronkhorst, J. (2001). Panini and the Vedic Tradition.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Minor 3.A.2: Semantics (वाक्य–वाक्यार्थविचारः): Theories of Verbal Cognition (शाब्दबोधः)

**Course Objectives:**

1. To explore the philosophical foundations of verbal cognition (śabdabodha) in Indian intellectual traditions.
2. To critically examine the core theories of sentence meaning from the perspectives of grammarians, logicians and ritualists.
3. To understand the mechanisms of sentence interpretation and the interplay of syntax, semantics and cognition.
4. To analyze and compare anvitābhidhānavāda, abhihitānvayavāda and other semantic models.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the basic concepts and terminologies associated with sentence meaning in Sanskrit semantics.
2. Describe and differentiate between the major schools of śabdabodha.
3. Apply each theory to interpret classical Sanskrit sentences.
4. Evaluate the strengths and criticisms of these theories through comparative analysis

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.2 | Semantics (वाक्य–वाक्यार्थविचारः): Theories of Verbal Cognition (शाब्दबोधः) | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Sentence Meaning and Verbal Cognition.** **Credit 1**

- Definition and scope of vākyārtha and śabdabodha.
- Semantic prerequisites: ākāṅkṣā, yogyatā, sannidhi.
- Śabda as a pramāṇa: cognitive value of linguistic utterances.
- Unity vs. compositionality of sentence meaning.

**Unit II Vaiyākaraṇa (Grammatical) Perspective.** **Credit 1**

- Bhartṛhari's Sphoṭa theory and holistic cognition.
- Types of sphoṭa: varṇa, pada, vākya.
- Role of convention in meaning.
- Interpretations from Mahābhāṣya and Vākyapadīya.

**Unit III Mīmāṃsā Perspectives on Verbal Cognition. Credit 1**

- **Anvitābhidhānavāda** (Bhāṭṭa Mīmāṃsā):
  - Emphasis on contextual meaning and syntactic unity
  - Meaning grasped through connectedness (anvaya)
- **Abhihitānvayavāda** (Prābhākara Mīmāṃsā)
  - Priority of individual word meanings (abhihita)

**Unit IV Nyāya Perspective on Sentence Comprehension. Credit 1**

- Sentence meaning as subsequent inference (anvaya).
- Logical mechanisms: perception (pratyakṣa) vs. inference (anumāna) in verbal Cognition.
- Critiques of holistic models.
- Comparative evaluation with grammar and Mīmāṃsā theories.

**Essential/Recommended Readings/Texts:**

1. Jha, G. (1900). The Prābhākara School of Mīmāṃsā. Calcutta University Press.
2. Bhartṛhari. (1965). Vākyapadīya (Ed. R. S. Gaur). Delhi: Motilal Banarsidass.
3. Subbarao, V. (1969). Philosophy of sentence and its parts. New Delhi: Munshiram Manoharlal.
4. Coward, H. G. (1980). The Sphoṭa Theory of Language. Delhi: Motilal Banarsidass.
5. Matilal, B. K. (1990). The Word and the World: India's Contribution to the Study of Language. Oxford University Press.
6. Sharma, R. N. (1991). The Philosophy of Mīmāṃsā: A Study of Kumārila's Contribution. Delhi: Munshiram Manoharlal.
7. Ganeri, J. (2001). Philosophy in Classical India: The Proper Work of Reason. Routledge.
8. Patil, P. G. (2009). The Logic of the Advaita Vedānta: A Study of the Theory of Verbal Cognition. Delhi: Motilal Banarsidass.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Minor 3.A.3: Indian Knowledge Systems and Linguistics

**Course Objectives:**

1. To introduce the conceptual foundations of Indian Knowledge Systems (IKS) and their linguistic underpinnings.
2. To explore the role of linguistics—both classical and modern—in interpreting, preserving and revitalizing IKS.
3. To train students in the tools of linguistic analysis as applied to Sanskrit, Prakrit and other Indian languages in IKS texts.
4. To promote interdisciplinary research linking IKS domains such as philosophy, science, arts and medicine with linguistic methods.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Demonstrate a foundational understanding of IKS and its core disciplines.
2. Apply linguistic theories to analyze IKS texts and terminologies.
3. Identify and explain key language-based structures in disciplines like Ayurveda, Vyākaraṇa, Sāhitya and Jyotiṣa.
4. Develop research proposals and methods that use linguistics to further IKS studies

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.3 | Indian Knowledge Systems and Linguistics | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Indian Knowledge Systems (IKS)** **Credit 1**

- Definition, scope and historical development of IKS.
- Categories of IKS: Śāstric knowledge, technical treatises (Śilpaśāstra), oral traditions
- Importance of language in knowledge transmission.
- Interdisciplinary relevance: philosophy, science, arts, society.

**Unit II Linguistics and Classical Indian Theories of Language.** **Credit 1**

- Overview of Indian grammatical tradition (Pāṇinian model)
- Contributions of Bhartṛhari and others to linguistic philosophy
- Pramāṇa theory and epistemology of verbal knowledge (Śabda)
- Classical models of semantics and syntax (Sphoṭa, Vākyārtha)

**Unit III Linguistics in IKS Domains.** **Credit 1**

- Technical lexicons and semantic structures in Ayurveda, Jyotiṣa, Vāstu, etc.

- Role of Sanskrit in structuring scientific discourse.
- Bilingual glossaries and translation traditions (e.g., Sanskrit-Hindi/English)
- Case studies: Nighaṇṭus, Kośas and modern lexicons of Scientific disciplines in Sanskrit

**Unit IV Contemporary Applications and Research Methodologies. Credit 1**

- NLP and digital corpus development for IKS texts.
- Annotating and parsing classical literature using linguistic tools.
- Linguistics in pedagogy: designing IKS curriculum.
- Research methods and proposals in linguistics-based IKS projects.

**Essential/Recommended Readings/Texts:**

1. Coward, H. G., & Raja, K. K. (1990). The Philosophy of the Grammarians. Princeton University Press.
2. Patnaik, N. (1990). Language and Civilization Change in India. CIIL.
3. Joshi, S. D., & Roodbergen, J. A. F. (1991). Pāṇini and the Veda: Studies in the Early History of Linguistic Science in India. Motilal Banarsidass.
4. Deshpande, M. (1993). Sanskrit and Prakrit: Sociolinguistic Issues. Motilal Banarsidass.
5. Pollock, S. (2006). The Language of the Gods in the World of Men: Sanskrit, Culture and Power in Premodern India. University of California Press.
6. Sharma, R. N. (2009). Indian Knowledge Systems: A Source Book. IGNCA & D. K. Printworld.
7. Kulkarni, A. (2017). Computational Linguistics and Sanskrit Resources. Journal of Sanskrit Computational Linguistics, 10(1), 23–41.
8. Mishra, P. (2021). Indian Knowledge Systems: A Perspective. Bharatiya Vidya Bhavan.
9. Kapoor, K., & Singh, A. K. Indian knowledge systems. Delhi: D.K. Printworld.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Minor 3.A.4.: The Influence of Sanskrit on Indian Languages: A Structural and Functional Analysis

**Course Objectives:**

1. To understand the phonological and phonetic features of Sanskrit and their diffusion into Indian languages.
2. To study the morphological structures of Sanskrit and trace their influence on case systems, verb forms and affixation in modern Indian languages.
3. To explore Sanskritic syntactic constructions and their reflexes in regional grammatical structures.
4. To analyze semantic borrowings and conceptual domains influenced by Sanskrit in various linguistic traditions.
5. To provide a comparative framework for assessing the depth and scope of Sanskrit's structural legacy across Indian languages.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Identify core phonological and phonetic traits in Sanskrit and track their presence in Indian languages.
2. Analyze morphological similarities and transformations from Sanskrit to regional languages.
3. Evaluate the syntactic alignment and influence of Sanskrit in contemporary Indian sentence construction.
4. Examine lexical-semantic domains shaped by Sanskritic vocabulary and conceptual metaphors.
5. Conduct comparative studies on structural features between Sanskrit and other Indian languages.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.4. | The Influence of Sanskrit on Indian Languages: A Structural and Functional Analysis. | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Phonetics and Phonology** **Credit 1**

- Overview of Sanskrit sound system: vowels, consonants and articulation.
- Phonetic inventory and Paninian śikṣā traditions.
- Retroflexion, aspiration and consonant clusters: spread into Indo-Aryan and Dravidian.
- Sandhi rules and phonological processes in Sanskrit and their adaptations.

**Unit II Morphological Structures. Credit 1**

- Sanskrit morphology: nominal declensions, verbal conjugations, participles.
- Derivational and inflectional morphology: suffixes, compounds (samāsa)
- Influence on case-marking and verb systems in Indian languages.
- Morphological borrowings: tatsama and tadbhava patterns.

**Unit III Syntax and Sentence Structure. Credit 1**

- Basic Sanskrit word order (SOV) and its stability across Indian languages.
- Influence of karaka theory and dependency grammar on regional syntactic traditions.
- Relative clauses, compound sentences and participial constructions.
- Influence of Paninian syntactic models and later grammar traditions.

**Unit IV Semantics and Conceptual Domains. Credit 1**

- Lexical semantics: semantic fields influenced by Sanskrit (philosophy, law, medicine,
- aesthetics)
- Conceptual metaphors and worldview carried through Sanskrit vocabulary.
- Meaning change and semantic narrowing/widening in borrowed Sanskrit words.
- Influence on abstract terms and technical terminologies in Indian languages.

**Essential/Recommended Readings/Texts:**

1. Emeneau, M. B. (1956). India as a linguistic area. Language, 32(1), 3–16.
2. Filliozat, J. (1971). The Classical Doctrine of Indian Medicine: Its Origins and Its Greek Parallels. Delhi: Motilal Banarsidass.
3. Cardona, G. (1976). Pāṇini: A Survey of Research. Delhi: Motilal Banarsidass.
4. Deshpande, M. (1993). Sanskrit and Prakrit: Sociolinguistic Issues. Delhi: Motilal Banarsidass.
5. Masica, C. P. (1991). The Indo-Aryan Languages. Cambridge: Cambridge University Press.
6. Krishnamurti, B. (2003). The Dravidian Languages. Cambridge: Cambridge University Press.
7. Pollock, S. (2006). The Language of the Gods in the World of Men: Sanskrit, Culture and Power in Premodern India. Cambridge: Harvard University Press.
8. Bhattacharya, P. (2006). Some Aspects of Indo-Aryan Linguistics. Delhi: Kaveri Books.

# FOURTH YEAR: MINOR PAPERS

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Minor 4.A.1: Computational Aspects of Pada-Vākya-Pramāṇasāstra

**Course Objectives:**

1. To explore the formal structures of Sanskrit grammatical and logical systems with a focus on computational modeling.
2. To understand the algorithmic and rule-based nature of Pada and Vākya processing in Sanskrit.
3. To examine Pramāṇa systems and their application to knowledge representation.
4. To analyze the interface between classical Indian theories and contemporary computational linguistics and logic.
5. To engage students in the formalization and simulation of Sanskritic reasoning models.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Analyze and model word-formation processes (Pada) using formal rule systems.
2. Analyze sentence cognition (Vākya) using theories such as Anvitābhidhānavāda and Abhihitānvayavāda.
3. Map classical Pramāṇa theories to frameworks in epistemic logic and formal reasoning.
4. Implement basic rule-based simulations of śāstric processes in computational terms.
5. Critically evaluate Indian epistemological models in relation to modern AI and knowledge systems.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 4.A.1 | Computational Aspects of Pada-Vākya- | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Pada and Vākya Systems. Credit 1**

- Definitions and structure of Pada and Vākya in Vyākaraṇa.
- Paninian model: Aṣṭādhyāyī, Śivasūtras and derivational algorithms.
- Role of Pāṇinian meta-rules (paribhāṣās)
- Formalism in Śābdabodha: relation between word and meaning.

**Unit II Theories of Sentence Cognition (Vākya-vākyārtha) Credit 1**

- Theories of verbal cognition: Anvitābhidhānavāda, Abhihitānvayavāda, Bhāṭṭa vs Prābhākara models.
- Vākya structure and context-sensitive interpretation.
- Computational modeling of sentence processing and compositional semantics.
- Applications in Sanskrit NLP and machine translation.

**Unit III Pramāṇa Systems and Formal Logic. Credit 1**

- Overview of Pramāṇa (Pratyakṣa, Anumāna, Śabda, Upamāna, Arthāpatti, Anupalabdhi)
- Nyāya syllogism (pañcāvayava) and inferential structures.
- Knowledge representation and truth-validity structures.
- Epistemic closure, belief revision and Indian epistemology.

**Unit IV Computational Models and Applications. Credit 1**

- Rule-based systems and finite-state machines in Sanskrit analysis.
- Formal grammars, logical calculi and information retrieval.
- Simulation of Pāṇinian derivations (e.g., Vyoma-Sandhi, Kāraka-analyzer)
- Use of Sanskrit ontologies, knowledge graphs and reasoning engines

**Essential/Recommended Readings/Texts:**

1. Jha, G. (1911). The Prābhākara School of Purva-Mīmāṁsā. Calcutta University Press.
2. Cardona, G. (1976). Pāṇini: A Survey of Research. Delhi: Motilal Banarsidass.
3. Joshi, S. D., & Roodbergen, J. A. F. (1986). Paninian Studies. Springer.
4. Matilal, B. K. (1990). The Word and the World: India's Contribution to the Study of Language. Oxford University Press.
5. Ganeri, J. (2001). Philosophy in Classical India: The Proper Work of Reason. London: Routledge.
6. Goyal, P., Huet, G., Kulkarni, A., & Scharf, P. (2012). A Sanskrit Heritage Reader. INRIA.
7. Kulkarni, A. (2012). Semantic Analysis of Sanskrit Texts. University of Hyderabad.
8. Satuluri, P. (2023). Kāvya Guru: Sequence-to-sequence Linearization of Sanskrit Poetry. ACL Anthology.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

# Minor 4.A.2: Sanskrit and Moral Literature

**Course Objectives:**

1. To introduce students to classical Sanskrit texts focused on moral and ethical teachings.
2. To explore the literary styles and narrative structures employed in Sanskrit moral literature.
3. To analyze the ethical, philosophical and pedagogical functions of Nīti texts.
4. To encourage students to reflect on the relevance of Sanskrit ethics in modern social and personal contexts.
5. To develop interpretive and critical thinking skills through textual engagement and discussion.

**Learning Outcomes:**

1. After the completion of the course, the students will:
2. Identify key Sanskrit moral texts and authors across classical periods.
3. Examine and interpret moral themes, metaphors and didactic methods in Sanskrit literature.
4. Analyze and critique ethical dilemmas and advice within these texts.
5. Apply principles derived from Sanskrit moral literature to contemporary ethical contexts.
6. Develop basic translation and commentary skills for selected Nīti texts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 4.A.2 | Sanskrit and Moral Literature | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Sanskrit Nītiśāstra.** **Credit 1**

- Definition and scope of Nīti literature
- Historical evolution of moral literature in Sanskrit
- Moral values in Vedic, Epic and Purāṇic traditions
- Role of ethics in Dharmaśāstra and Smṛti literature

**Unit II Animal Allegories and Practical Wisdom.** **Credit 1**

- Narrative pedagogy in *Pañcatantra* and *Hitopadeśa*
- Allegory, metaphor and moral instruction through animal fables
- Context-sensitive morality and worldly wisdom (*Laukika Nīti*)

**Key Texts:**

- *Pañcatantra* (all five tantras)
- *Hitopadeśa* (Book I: Mitralābha)

**Unit III Subhāṣita Literature and Ethical Aphorisms. Credit 1**

- Introduction to *Subhāṣitas*: definition, style, function
- Moral aphorisms on friendship, generosity, time, fate and human behavior
- Poetic and aesthetic dimensions of ethical verses

**Key Texts:**

- Selections from *Subhāṣitaratnabhāṇḍāgāra*, *Bhartṛhari's Śataka-traya*
- Selections from *Nītiśataka* and *Vairāgyaśataka*

**Unit IV Moral Dilemmas and Dharma in Epic Literature. Credit 1**

- Ethical complexity in the *Mahābhārata* and *Rāmāyaṇa*
- Dharma vs practical exigency (*Āpaddharma*)
- Case studies: Yudhiṣṭhira, Rāma, Karṇa and Vidura

**Key Texts:**

- *Mahābhārata* (sections from Śāntiparva, Anuśāsanaparva)
- *Rāmāyaṇa* (Ayodhyākāṇḍa and Yuddhakāṇḍa excerpts)

**Essential/Recommended Readings/Texts:**


1. Cowell, E. B. (1897). The Maxims of Bhartrihari. London: Trübner.
2. Bhartṛhari. (1918). Śataka-traya: The Three Centuries (trans. Barua). Calcutta University Press.
3. Edgerton, F. (1924). The Panchatantra Reconstructed. Harvard University Press.
4. van Buitenen, J. A. B. (1973–1978). The Mahābhārata (Vols. 1–3). University of Chicago Press.
5. Goldman, R. P. (1990). The Rāmāyaṇa of Vālmīki: An Epic of Ancient India. Princeton University Press.
6. Olivelle, P. (1997). The Pañcatantra: The Book of India's Folk Wisdom. Oxford University Press.
7. Fitzgerald, J. L. (2004). Ethical reflections in the Mahābhārata. Journal of Indian Philosophy, 32(5), 671–685.
8. Olivelle, P. (2005). Manu's Code of Law: A Critical Edition and Translation of the Manusmṛti. Oxford University Press.

## Double Major Program

# B.A. Hons. Sanskrit and Journalism

# Learning Outcomes-based Curriculum Framework
# For
# UG Double Major Program in Sanskrit and Journalism
# 2025

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**The present program is B.A. Hons. (Sanskrit and Journalism). This program contains the Majors of only *Journalism.***

**The *Sanskrit Majors* may be chosen from the other programs like B.A. Hons. (Sanskrit and Travel and Tourism), B.A. Hons. (Sanskrit and Social Sciences), B.A. Hons. (Sanskrit and Psychology & Well Being) etc., which are there in this document.**

**Or**

**The Sanskrit Majors may be chosen from B.A. Hons. (Sanskrit) which is available at:**

**https://drive.google.com/file/d/1MgZkzxo5gJudC-OsmkDcG8e3M82adeWJ/view?usp=drivesdk**

# INTRODUCTION OF THE PROGRAM

The B.A. Hons. in Sanskrit and Journalism program is designed to provide students with a strong foundation in the field of Journalism with the base of Sanskrit. The curriculum reflects the vision of the NEP 2020, focusing on integrating traditional Indian wisdom with modern educational goals. Through a structured learning path, students gain both theoretical and practical understanding of traditional bases of Journalism, their antecedents and its ethical values as well as Indian perspective of Journalism. The program supports the dissemination of the knowledge of Sanskrit and Journalism by focusing on the Bharatiya tradition and Indian epistemological base of the content of the subject along with its modern dimensions encircling a broad range of academic, research and professional opportunities.

# OBJECTIVES OF THE PROGRAM

- To comprehensively understand Journalism with its traditional and modern bases.
- To introduce students to key points of Journalism mainly from Indian perspective.
- To develop critical thinking through an in-depth Introduction of various social issues connected to Journalism and the mankind.
- To connect Sanskrit knowledge with contemporary fields such as mass communication, print media, visual media as well as social media.
- To encourage critical and comparative thinking of India's cultural, ethical and intellectual heritage.
- To equip students with research skills and academic tools relevant to Sanskrit studies and interdisciplinary learning.

# OUTCOMES OF THE PROGRAM

After the completion of the B.A. Hons. (Sanskrit and Journalism) program, Students will be able to:

| PLO Code | Program Learning Outcomes (PLOs) for UG Program |
|---|---|
| **PLO 1** | • **Rootedness:** Contribute to cultural preservation, academic growth and public understanding of Sanskrit and its connection with Journalism.<br>• Understand and explain major issues of Journalism from Indian perspective. |
| **PLO2** | • **Indian Knowledge System (IKS):** Engage with India's knowledge systems from a critical and informed perspective. |
| **PLO3** | • **Futuristic:** Conduct foundational academic research and present findings in a structured and scholarly manner.<br>• Apply the knowledge of Sanskrit in composition and interpretation of news editing, cinema production and podcast etc. |
| **PLO4** | • **Multidisciplinary:** Use Sanskrit knowledge in contemporary knowledge domains such as story writing, news editing, news reading, anchoring etc. |
| **PLO5** | • **Employability: U**tilize the acquired knowledge in different domains of Sanskrit and Journalism in the professions like news reader, podcaster, cinematographer; media house owner, radio jockey, announcer, social media influencer. |

# GRADUATE ATTRIBUTES IN SANSKRIT AND JOURNALISM

The graduate attributes in Sanskrit and Journalism are the outlines of the expected course learning outcomes mentioned in the beginning of each course. The characteristic attributes that a graduate in this subject will be able to demonstrate through learning various courses are listed below:

**(a) Disciplinary Knowledge**

Capability of executing comprehensive knowledge and understanding of Media Journalism from Indian Perspective.

**(b) Communication Skills**

i. Ability to communicate in Simple Sanskrit;
ii. Ability to show the importance of Sanskrit in the field of information gathering and its dissemination from the perspective of a journalist.
iii. Ability to communicate the idea that Sanskrit is not just language but vehicle of ancient wisdom of all the branches of knowledge that can be associated with modern subjects like Media Journalism also.

**(c) Critical Thinking**

i. Ability to engage in reflective and independent thinking by understanding the concepts of traditional elements of Media Journalism.
ii. Ability to think critically in order to analyse the rich wisdom of traditional thinkers and various modern activists.

**(d) Problem Solving**

i. Capability to find the solutions for various problems appearing in different parts of life and applying them for proper results.
ii. Capabilities to analyse and synthesize data and derive inferences for valid conclusion.
iii. Capability to deduce a social or moral problem and apply the classroom learning into practice to offer a solution for the same.

**(e) Research Related Skills**

i. Ability to do inter-disciplinary or multi-disciplinary research.
ii. Ability to find out the base for today's scientific advancements from Shastras.
iii. Ability to find the sustainable way of proper communication that developed through various ancient and modern chronicles.

**(f) Information and Communication Technology (ICT) Digital Literacy**

Capability to use various technical ICT tools.

**(g) Self-Directed Learning**

Capability to work independently in diverse projects and ensure detailed study of various facets of Sanskrit and Media Journalism.

**(h) Moral and Ethical Awareness**

i. Ability to ascertain unethical behaviour, falsification and manipulation of information.
ii. Ability to manage self and various social systems.

**(i) Lifelong Learning**

Capability of self-paced and self-directed learning aimed at personal development.

**(j) Linguistic Proficiency**

Strong command of Sanskrit, both in comprehension and composition.

**(k) Cultural Awareness**

Understanding of India's intellectual, spiritual and literary heritage.

**(l) Interdisciplinary Approach**

Capability to relate Sanskrit knowledge to other disciplines such as Communication, technology, health, publicity and policy.

# QUALIFICATION DESCRIPTORS FOR GRADUATES IN SANSKRIT AND JOURNALISM

As Sanskrit and Journalism is considered as an area where we tend to study different aspects that impact social, political, legal, economic, moral arenas, the qualification descriptors for a B.A. Hons. (Sanskrit and Journalism) programme include the following:

- Demonstration of deeper understanding of Sanskrit and its power of communication.
- Application of knowledge of ancient wisdom in modern lifestyle.
- Demonstration of comprehensive knowledge of various dimensions of Sanskrit and Media Journalism (IKS) and Contemporary Knowledge Systems.
- Demonstration of multidisciplinary approach towards Sanskrit as it has vast cognitive treasures of various disciplines like economics, politics, law, public administration, community management, crowd control, information preservation etc.
- Comprehensive knowledge about current topics and the scholarly research pertaining to chosen areas, knowledge creation, information dissemination, social media tools and techniques and skills required to comprehend contemporary issues.

# PROGRAM OUTCOME MAPPING FOR MAJOR COURSES

| Course Name | Rootedness | IKS | Futuristic | Employability | Value, Skill and Multidisciplinary | Disciplinary Knowledge | Difficulty Level |
|---|---|---|---|---|---|---|---|
| Introduction to Communication | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Core Concepts of Media Journalism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Shabdabrahma and the Media Landscape | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Media and the Constitutional Rules | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Growth of Mass Media: Print, Electronic and New Media (Digital as well as social media) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Indian Context of Media Journalism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| History and Myth: Understanding and Practice of Journalism in India | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Global Media: Actions and Utility | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Media Journalism: The Interdisciplinary Link | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Exploring Core Forms of News Journalism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Introduction of Public Relation and Advertising | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Sanskrit Media Journalism: A Source of Tradition and Culture | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Media for Unity | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Information, Education and Communication (IEC) and Behaviour Change and Communication (BCC) in Indian Context | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Media Journalism: Applied forms and the Ground Zero | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Media Houses | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Media Rules, Ethics and Management | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Media and the Constitutional Provisions in India and Across | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Knowledge of Printing Technology and Its relevance in Print Media Journalism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Role of Media in India's Freedom Struggle | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Television Journalism: Origin and Development | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Radio Journalism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Understanding Global Media | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit Language Skills for Journalists | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Important News Papers, Prominent National-International Media Houses and Media Platforms | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Global Media and Its Contemporary Concerns | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Community Media and the Media Ecology | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Digital Media Journalism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Brand Building, Corporate Communication and the Media Journalism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Career Pathways in Media Journalism and Different Fields Related to Communication | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Process of Information Generation in Ancient Indian Landscape | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Cultural Journalism: Preserving Heritage through Media | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

# PROGRAM OUTCOME MAPPING FOR MINOR COURSES

| Course Name | Rootedness | IKS | Futuristic | Employability | Value, Skill and Multidisciplinary | Disciplinary Knowledge | Difficulty Level |
|---|---|---|---|---|---|---|---|
| Media Journalism and the Society | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Core Issues of News Journalism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Mass Media: Print, Electronic and Emerging Media | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| The Interdisciplinary Aspects of Media Journalism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Journalistic Writing and Editing in Sanskrit | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Introduction to Sanskrit Journalism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Traditional Narratives and Modern Storytelling | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Basics of Sanskrit Media and Journalism | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Fundamental Concepts of Sanskrit and Media Communication | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Media ethics | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit As a Medium Of communication | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Communication in India Through the ages | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Media Journalism for Unity | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit and Modern Media: Admixture of Value and Modernity | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

# POOL OF MAJOR COURSES

| S. No. | | Course Name | Course Credit | Course Level |
|---|---|---|---|---|
| 1 | FIRST YEAR MAJOR | Major 1.1: Introduction to Communication | 4 | 100-199 |
| 2 | | Major 1.2: Core Concepts of Media Journalism | 4 | 100-199 |
| 3 | | Major 1.3: Shabdabrahma and the Media Landscape | 4 | 100-199 |
| 4 | | Major 1.4: Media and the Constitutional Rules | 4 | 100-199 |
| 5 | | Major 1.5: Growth of Mass Media: Print, Electronic and New Media (Digital as well as social media) | 4 | 100-199 |
| 6 | | Major 1.6: Indian Context of Media Journalism | 4 | 100-199 |
| 7 | | Major 1.7: History and Myth: Understanding and Practice of Journalism in India | 4 | 100-199 |
| 8 | | Major 1.8: Global Media: Actions and Utility | 4 | 100-199 |
| 9 | SECOND YEAR MAJOR | Major 2.1: Media Journalism: The Interdisciplinary Link | 4 | 200-299 |
| 10 | | Major 2.2 Exploring Core Forms of News Journalism | 4 | 200-299 |
| 11 | | Major 2.3: Introduction of Public Relation and Advertising | 4 | 200-299 |
| 12 | | Major 2.4: Sanskrit Media Journalism: A Source of Tradition and Culture | 4 | 200-299 |
| 13 | | Major 2.5: Media for Unity | 4 | 200-299 |
| 14 | | Major 2.6: Information, Education and Communication (IEC) and Behaviour Change and Communication (BCC) in Indian Context | 4 | 200-299 |
| 15 | | Major 2.7: Media Journalism: Applied forms and the Ground Zero | 4 | 200-299 |
| 16 | | Major 2.8: Media Houses | 4 | 200-299 |
| 17 | THIRD YEAR MAJOR | Major 3.1: Media Rules, Ethics and Management | 4 | 300-399 |
| 18 | | Major 3.2: Media and the Constitutional Provisions in India and Across | 4 | 300-399 |
| 19 | | Major 3.3: Knowledge of Printing Technology and Its relevance in Print Media Journalism. | 4 | 300-399 |
| 20 | | Major 3.4: Role of Media in India's Freedom Struggle | 4 | 300-399 |
| 21 | | Major 3.5: Television Journalism: Origin and Development | 4 | 300-399 |
| 22 | | Major 3.6: Radio Journalism | 4 | 300-399 |
| 23 | | Major 3.7: Understanding Global Media | 4 | 300-399 |
| 24 | | Major 3.8: Sanskrit Language Skills for Journalists | 4 | 300-399 |
| 25 | FOURTH YEAR MAJOR | Major 4.1: Important News Papers, Prominent National-International Media Houses and Media Platforms | 4 | 400-499 |
| 26 | | Major 4.2: Global Media and Its Contemporary Concerns | 4 | 400-499 |
| 27 | | Major 4.3: Community Media and the Media Ecology | 4 | 400-499 |
| 28 | | Major 4.4: Digital Media Journalism | 4 | 400-499 |
| 29 | | Major 4.5: Brand Building, Corporate Communication and the Media Journalism | 4 | 400-499 |
| 30 | | Major 4.6: Career Pathways in Media Journalism and Different Fields Related to Communication | 4 | 400-499 |

| | | | | |
|---|---|---|---|---|
| 31 | | Major 4.7: Process of Information Generation in Ancient Indian Landscape | 4 | 400-499 |
| 32 | | Major 4.8: Cultural Journalism: Preserving Heritage through Media | 4 | 400-499 |

# POOL OF MINOR COURSES

| S. No. | | Course Name | Course Credit | Course Level |
|---|---|---|---|---|
| 1 | SECOND YEAR MINORS | Minor 2.A.1. Media Journalism and the Society | 4 | 200-299 |
| 2 | | Minor 2.A.2. Core Issues of News Journalism | 4 | 200-299 |
| 3 | | Minor 2. A.3. Mass Media: Print, Electronic and Emerging Media | 4 | 200-299 |
| 4 | THIRD YEAR MINORS | Minor 3.A.1: The Interdisciplinary Aspects of Media Journalism | 4 | 300-399 |
| 5 | | Minor 3. A.2. Journalistic Writing and Editing in Sanskrit | 4 | 300-399 |
| 6 | | Minor 3. A.3. Introduction to Sanskrit Journalism | 4 | 300-399 |
| 7 | | Minor 3.A.4: Traditional Narratives and Modern Storytelling | 4 | 300-399 |
| 8 | | Minor 3. A.5. Basics of Sanskrit Media and Journalism | 4 | 300-399 |
| 9 | | Minor 3.A.6 Fundamental Concepts of Sanskrit and Media Communication | 4 | 300-399 |
| | | Minor 3.A.7: Media ethics | 4 | 300-399 |
| 10 | | Minor 3.A.8: Sanskrit as a Medium Of communication | 4 | 300-399 |
| 11 | FOURTH YEAR MINORS | Minor 4.A.1: Communication in India Through the ages | 4 | 400-499 |
| 12 | | Minor 4.A.2: Media Journalism for Unity | 4 | 400-499 |
| 13 | | Minor 4.A.3. Sanskrit and Modern Media: Admixture of Value and Modernity | 4 | 400-499 |

# FIRST YEAR: MAJOR PAPERS

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

## SEMESTER - 1

## Major 1.1: Introduction to Communication

**Course objectives:**

1. To understand the fundamental concepts of communication.
2. To explore the unique Indian philosophical and societal underpinnings that have shaped communication practices and theories.
3. To analyze and apply key communication theories and models.
4. To trace the evolution of media and its relationship with communication.
5. To recognize the foundational role of communication principles in media journalism.

**Learning outcomes:**

After the completion of the course, the students will:

1. Understand the fundamentals of verbal and non-verbal communication and their significance in media contexts.
2. Analyze Indian philosophical and cultural foundations of communication.
3. Apply major communication theories and models to various scenarios.
4. Trace the evolution from folk media to mass and digital media.
5. Evaluate how communication processes shape media journalism.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.1 | Introduction to Communication | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Verbal and Non-Verbal Communication.** **Credit- 1**

- Development of the Concept.
- Characteristic Features and Importance.

**Unit II Indian rootedness of Communication.** **Credit- 1**

- Vedic Samvadasuktas.
- Communication Programme in the Mahabhashya.
- The Interactive procedures of the Puranas.

**Unit III Communication theories and models.** **Credit 1**

- Theory of Communication in Geeta.
- Communication Theories in the Philosophical Exegesis.
- Modern Theories of Communication.

**Unit IV Communication and Media.** **Credit 1**

- Folk Media to Mass Media.

**Essential/Recommended Readings/Texts:**


1. Mody, B. (2003). Communication and social development in India. Sage Publications.
2. McQuail, D. (2010). McQuail's mass communication theory (6th ed.). Sage Publications.
3. Chawla, A. S. (2011). Introduction to mass communication. Pearson Publication.
4. Kumar, K. J. (2015). Mass communication in India. Jaico Publishing House.
5. Kubitschko, S., & Kaun, A. (Eds.). (2016). Innovative methods in media and communication research. Palgrave Macmillan.
6. Aggarwal, V. B. (2019). Handbook of mass communication and journalism. Concept Publishing Company.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

## Major 1.2: Core Concepts of Media Journalism

**Course objectives:**

1. To define and articulate the fundamental nature of media journalism.
2. To analyze the processes and foundational practices involved in crafting news: Identify and apply the core concepts and essential skills required of a journalist.
3. To understand and adhere to the ethical framework guiding journalistic conduct.
4. To critically evaluate journalistic content.

**Learning outcomes:**

After the completion of the course, the students will:

1. Define media journalism and its role in society.
2. Analyze the foundational practices in news creation across media platforms.
3. Identify the core competencies and roles of journalists.
4. Evaluate ethical principles guiding journalistic practices.
5. Apply critical thinking to assess media content.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.2 | Core Concepts of Media Journalism | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Understanding Media Journalism.** **Credit- 1**

- Definitions and Importance of Language in Media Journalism.

**Unit II Crafting of the News in different media types.** **Credit- 1**

- Foundational Practices in Media Journalism.

**Unit III Core concept and essential skills of Journalist.** **Credit 1**

- Ways of collecting information, communication skill, skills remain connected with general mass.

**Unit IV The Ethical Framework.** **Credit 1**

- Principles Guiding Journalistic Conduct.

**Essential/Recommended Readings/Texts:**

1. Mody, B. (2003). Communication and social development in India. Sage Publications.
2. McQuail, D. (2010). McQuail's mass communication theory (6th ed.). Sage Publications.
3. Chawla, A. S. (2011). Introduction to mass communication. Pearson Publication.
4. Kumar, K. J. (2015). Mass communication in India. Jaico Publishing House.

5. Kubitschko, S., & Kaun, A. (Eds.). (2016). Innovative methods in media and communication research. Palgrave Macmillan.
6. Aggarwal, V. B. (2019). Handbook of mass communication and journalism. Concept Publishing Company.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

## Major 1.3: Shabdabrahma and the Media Landscape

**Course objectives:**

1. To grasp the philosophical concept of Shabdabrahma.
2. To trace the historical and conceptual continuity of communication.
3. To apply the principles of non-violent communication.
4. To critically analyze the ethical implications of language in media.
5. To develop a nuanced perspective on media's role.

**Learning outcomes:**

After the completion of the course, the students will:

1. Understand the concept of Shabdabrahma and its implications for communication.
2. Explore the evolution from ancient communication wisdom to modern media.
3. Apply principles of non-violent and ethical communication in journalism.
4. Analyze integrity issues and ethical challenges in media practices.
5. Envision future media grounded in philosophical ethics and Shabdabrahma.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.3 | Shabdabrahma and the Media Landscape | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I The Idea Regarding Shabdabrahma.** **Credit 1**

- Importance of Sound, Meaning and Communication based on Brahmakanda of the Vakyapadiya of Bhatrihari.

**Unit II Ancient Wisdom to Modern Media.** **Credit 1**

- Concept of Messenger in the Mahabharata, Espionage system of the Arthashastra, Modern Media.

**Unit III Concept of Non-Violent Communication.** **Credit 1**

- Shabdabrahma in integrity issues.

**Unit IV Shabdabrahma, Ethics and the Future of Media.** **Credit 1**

- Inculcation of Holistic Environment in the process of dissemination of Information.

**Essential/Recommended Readings/Texts:**

1. Mody, B. (2003). Communication and social development in India. Sage Publications.
2. Gītā Press. (2004). Īśādi Nāva Upaniṣad. Gītā Press.
3. McQuail, D. (2010). McQuail's mass communication theory (6th ed.). Sage Publications.

4. Chawla, A. S. (2011). Introduction to mass communication. Pearson Publication.
5. Khanduri, A. P. S. (Ed.). (2014). Vākyapadīyam. Chaukhamba Krishnadas Academy.
6. Kumar, K. J. (2015). Mass communication in India. Jaico Publishing House.
7. Kubitschko, S., & Kaun, A. (Eds.). (2016). Innovative methods in media and communication research. Palgrave Macmillan.
8. Aggarwal, V. B. (2019). Handbook of mass communication and journalism. Concept Publishing Company.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

# Major 1.4: Media and the Constitutional Rules

**Course objectives:**

1. To analyze the foundational constitutional frameworks that guarantee media freedom in India and selected key global democracies.
2. To examine the interplay between constitutional rights (such as freedom of information, privacy and public participation) and media access.
3. To compare and contrast constitutional limits on media freedom, understanding the delicate balance between rights and reasonable restrictions across different jurisdictions.
4. To evaluate media regulation and governance challenges from a constitutional perspective, drawing insights from both Indian and international contexts.
5. To develop a critical understanding of the legal and ethical responsibilities of media in upholding democratic values within constitutional boundaries

**Learning outcomes:**

After the completion of the course, the students will:

1. Compare constitutional media freedoms across global democracies.
2. Analyze media access, privacy rights and public participation.
3. Evaluate constitutional limits on media freedom in India and beyond.
4. Examine legal and ethical dilemmas in news reporting.
5. Propose regulatory strategies upholding media freedom and responsibility.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.4 | Media and the Constitutional Rules | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Media Freedom.** **Credit- 1**

- Concept, Key points, Constitutional Frameworks in India and Key Global Democracies.

**Unit II Constitutional Rights and Media Access.** **Credit- 1**

- Information, Privacy and the Public Sphere.

**Unit III Affective Rights and its Positive Implementation in the Field of Media Journalism.** **Credit 1**

- Constitutional Limits on Media Freedom, Benefits and Limitations.

**Unit IV Media Regulations and Constitutional Challenges.** **Credit 1**

- Basic Regulations of India, International Directives, Punitive Measures.

**Essential/Recommended Readings/Texts:**


1. Mody, B. (2003). Communication and social development in India. Sage Publications.
2. McQuail, D. (2010). McQuail's mass communication theory (6th ed.). Sage Publications.
3. Chawla, A. S. (2011). Introduction to mass communication. Pearson Publication.
4. Kumar, K. J. (2015). Mass communication in India. Jaico Publishing House.
5. Kubitschko, S., & Kaun, A. (Eds.). (2016). Innovative methods in media and communication research. Palgrave Macmillan.
6. Mishra, S. K. (2018). Media management. Gyan Geeta Prakashan.
7. Aggarwal, V. B. (2019). Handbook of mass communication and journalism. Concept Publishing Company.
8. Kulkarni, S. N. (2020). Press & media law. Asia Law House.
9. Divan, M. G. (2023). Facets of media law. Eastern Book Company.
10. Chatterjee, I. (2024). Media law and ethics. Satyam Law International.
11. Ahuja, B. N. Press laws and media ethics. Surjeet Publications.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

## SEMESTER – 2

## Major 1.5: Growth of Mass Media: Print, Electronic and New Media (Digital as well as Social Media)

**Course objectives:**

1. To trace the historical evolution of mass media.
2. To apply foundational media relations tools.
3. To analyze the distinct characteristics and content formats of various media types.
4. To evaluate the transformative impact of digital and social media.
6. To assess the current media landscape.

**Learning outcomes:**

After the completion of the course, the students will:

1. Trace historical development of print, electronic and digital media.
2. Apply media writing techniques like press releases and press meets.
3. Understand the evolution and influence of print and broadcast journalism.
4. Analyze content creation for digital and social media.
5. Evaluate media convergence and the implications of new media.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.5 | Growth of Mass Media: Print, Electronic and New Media (Digital as well as social media) | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Basics of Media Connect and Writings.** **Credit- 1**

- Press Release, Press Meet, Meet the Press etc.

**Unit II Introducing Print Media.** **Credit- 1**

- Early forms of Mass Communication, Sabha and Samitis, Performing Arts.

**Unit III Introducing Electronic Media.** **Credit 1**

- Media content in Radio and Television.

**Unit IV Digital Age and the Social Media.** **Credit 1**

- History and Development of Social Media, The Interactive Mass Media and the Media Content.

**Essential/Recommended Readings/Texts:**


1. Mody, B. (2003). Communication and social development in India. Sage Publications.
2. McQuail, D. (2010). McQuail's mass communication theory (6th ed.). Sage Publications.
3. Chawla, A. S. (2011). Introduction to mass communication. Pearson Publication.
4. Chow, A. (2015). Social media 247. Candid Creation Publishing.
5. Kumar, K. J. (2015). Mass communication in India. Jaico Publishing House.
6. Kubitschko, S., & Kaun, A. (Eds.). (2016). Innovative methods in media and communication research. Palgrave Macmillan.
7. Aggarwal, V. B. (2019). Handbook of mass communication and journalism. Concept Publishing Company.
8. McMahon, C. (2019). The psychology of social media. Routledge.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

# Major 1.6: Indian Context of Media Journalism

**Course objectives:**

1. To trace the historical development of media journalism in India.
2. To compare and contrast diverse media types.
3. To analyze media reporting practices within the Indian socio-cultural context.
4. To examine the constitutional framework governing media in India.
5. To critically evaluate the role of media journalism in shaping public discourse in India.

**Learning outcomes:**

After the completion of the course, the students will:

1. Trace the evolution of journalism in India and key contributors.
2. Compare Indian and global media types and operations.
3. Assess media reporting within India's diverse socio-cultural context.
4. Interpret constitutional provisions relevant to media freedom and responsibility.
5. Analyze current media concerns like censorship, fake news and regulation.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.6 | Indian Context of Media Journalism | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Roots and Evolution of Media Journalism in India.** **Credit- 1**

- From the Vedic period to Modern Era.

**Unit II Media types in India and Across the globe.** **Credit- 1**

- Introduction and Activities.

**Unit III Media Reporting in Different media with Reference to Indian Socio-Cultural Context.** **Credit 1**

- Principal Modalities, Key Points, Socio Cultural Issues of India and their Priorities.

**Unit IV Constitutional Provisions and Contemporary Concerns.** **Credit 1**

- Role of the Constitution in the Field of Media, Public Sensitization through Media.

**Essential/Recommended Readings/Texts:**

1. Mody, B. (2003). Communication and social development in India. Sage Publications.
2. McQuail, D. (2010). McQuail's mass communication theory (6th ed.). Sage Publications.
3. Chawla, A. S. (2011). Introduction to mass communication. Pearson Publication.
4. Kumar, K. J. (2015). Mass communication in India. Jaico Publishing House.

5. Kubitschko, S., & Kaun, A. (Eds.). (2016). Innovative methods in media and communication research. Palgrave Macmillan.
6. Aggarwal, V. B. (2019). Handbook of mass communication and journalism. Concept Publishing Company.
7. Shukla, H. (1969). A century of Sanskrit journalism. Alok Prakashan.
8. Sagar, B. History of Sanskrit journalism.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

# Major 1.7: History and Myth: Understanding and Practice of Journalism in India

**Course objectives:**

1. To explore the philosophical foundations of communication in ancient India.
2. To analyze ancient Indian narrative techniques
3. To establish conceptual links between ancient Indian communication paradigms. and modern media principles
4. To trace the historical development of media journalism in India.
5. To critically evaluate the unique Indian context of journalism.

**Learning outcomes:**

After the completion of the course, the students will:

1. Explore the philosophical and narrative traditions of Vedic communication.
2. Analyze narrative strategies in Epics and Puranas.
3. Connect symbolism and allegory in ancient texts to modern media storytelling.
4. Trace journalism's historical development post-epic era.
5. Critically evaluate Indian journalism's unique identity and roots.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.7 | History and Myth: Understanding and Practice of Journalism in India | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Vedic Texts and Media Principles.** **Credit- 1**

- Connections between Vedic concepts and contemporary media.

**Unit II Epics & Puranas.** **Credit- 1**

- Narrative & Communication.

**Unit III Influence of Epics and Puranas on storytelling and Media Narratives.** **Credit 1**

- The Use of Symbolism and Allegory.

**Unit IV Development of Media Journalism in India.** **Credit 1**

- post- Epic/Puranic periods.

**Essential/Recommended Readings/Texts:**

1. Shukla, H. (1969). A century of Sanskrit journalism. Alok Prakashan.

2. Comer, J. (1981). Communication studies. Longman.
3. Mody, B. (2003). Communication and social development in India. Sage Publications.
4. McQuail, D. (2010). McQuail's mass communication theory (6th ed.). Sage Publications.
5. Chawla, A. S. (2011). Introduction to mass communication. Pearson Publication.
6. Kumar, K. J. (2015). Mass communication in India. Jaico Publishing House.
7. Kubitschko, S., & Kaun, A. (Eds.). (2016). Innovative methods in media and communication research. Palgrave Macmillan.
8. Aggarwal, V. B. (2019). Handbook of mass communication and journalism. Concept Publishing Company.
9. Sagar, B. History of Sanskrit journalism.
10. Sontakke, N. S., & Kashikar, C. G. (Eds.). (n.d.). Ṛgveda-saṁhitā with the commentary of Sāyaṇācārya (Vol. 4, Mandalas IX–X). Adarsha Sanskrit Shodha Sanstha.
11. Watson, J. Dictionary of communication and media studies.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

# Major 1.8: Global Media: Actions and Utility

**Course objectives:**

1. To analyze the complex structures and diverse ownership patterns that characterize the contemporary global media landscape.
2. To evaluate the dynamics of cultural flows and media globalization, understanding their impact on local and international societies.
3. To examine the phenomenon of digital divides and their implications for global media access, participation and equity.
4. To assess the role of global media in driving and responding to social change, including movements, advocacy and human rights issues.
5. To develop a critical perspective on global media by understanding its economic, political, cultural and technological dimensions.

**Learning outcomes:**

After the completion of the course, the students will:

1. Analyze global media structures and ownership patterns.
2. Examine cultural flows and media globalization impacts.
3. Evaluate the digital divide in global media access.
4. Assess global media's role in social change and activism.
5. Develop critical perspectives on global media dynamics.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.8 | Global Media: Actions and Utility | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Global Media Landscapes. Credit- 1**

- Organizational structures, Ownership patterns, Power Dynamics in Global Media Industries.

**Unit II Cultural Flows and and its Importance in Media Globalization. Credit- 1**

- Meaning and Concept of the Cultural Content, Importance of Development of Cultural Contents, Picture of the Movement of Cultural Content across Borders.

**Unit III Cross Cutting Edges and the Digital and Global Media Access. Credit 1**

- Reasons of Digital Disparities, Impact of Digital Disparities on the Society, Participation of Media across Different Regions and Communities.

**Unit IV Role of Global Media in Bringing Social Change. Credit 1**

- Role of Global Media in Influencing and Building Public Opinion, Activism and Societal Transformation, Impact of Global Media in India's Parlance.

**Essential/Recommended Readings/Texts:**


1. Tomlinson, J. (1991). Cultural imperialism: A critical introduction. Continuum.
2. Kamalipour, Y. R. (Ed.). (2001). Global communication: New agendas in communication. Wadsworth/Thomson Learning.
3. Rantanen, T. (2005). Media and globalization. Sage Publications.
4. Ranganathan, M., & Rodrigues, U. (2010). Indian media in a globalised world. Sage Publications.
5. Mansell, R., & Raboy, M. (Eds.). (2011). The handbook of global media and communication policy. Blackwell Publishing.
6. Castells, M. (2012). Networks of outrage and hope: Social movements in the internet age. Polity Press.
7. Curran, J. (2019). Media and society. Bloomsbury Academic.
8. McPhail, T. L., & Phipps, S. (2019). Global communication: Theories, stakeholders and trends. Wiley Blackwell.
9. Dahiya, S. (2022). Indian media giants: Unveiling the business dynamics of print legacies. Oxford University Press India.
10. Rathore, B. (2024). Strategic media planning and buying: Integration of traditional and digital media (South Asia ed.). Routledge India.

# SECOND YEAR: MAJOR PAPERS

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

## SEMESTER – 3

## Major 2.1: Media Journalism: The Interdisciplinary Link

**Course objectives:**

1. To recognize the interdisciplinary foundations of media journalism.
2. To analyze the construction and reception of news narratives.
3. To explore diverse career pathways in modern journalism.
4. To articulate the intrinsic connections between communication studies, media journalism and media research.
5. To develop a holistic understanding of journalism

**Learning outcomes:**

After the completion of the course, the students will:

1. Understand the interdisciplinary roots of journalism from social sciences.
2. Analyse how audiences interpret media through societal lenses.
3. Explore evolving career options in journalism.
4. Understand research's role in media studies and journalism.
5. Develop holistic insights into the media's academic and practical dimensions.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.1 | Media Journalism: The Interdisciplinary Link | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Bridging the Disciplines.** **Credit- 1**

- Understanding Media Journalism's Foundations, Aims and Objectives, Societal Requirements.

**Unit II News and Media Narratives.** **Credit- 1**

- Understanding Audience in Societal Lenses, Needs and Issues.

**Unit III Career Pathways in Modern Journalism.** **Credit 1**

- Areas, Requisite Qualifications, Importance.

**Unit IV Interdisciplinary link of the Communication Studies.** **Credit 1**

- Media Journalism and the Media Research, Important Domains, Social Needs.

**Essential/Recommended Readings/Texts:**

1. Sarma, S., & Malhotra, V. (2013). Television programme production. V&S Publishers.
2. Chow, A. (2015). Social media 247. Candid Creation Publishing.

3. McMahon, C. (2019). The psychology of social media. Routledge.
4. Alexander, R., & Stewart, P. (2021). Broadcast journalism: Techniques of radio and television news. Routledge.
5. Dalal, M. (2023). Modern communication with social media. BPB Publication.
6. Kumar, D. (2023). Advertising and public relation. DPS Publishing House.
7. Rathore, B. (2024). Strategic media planning and buying: Integration of traditional and digital media (South Asia ed.). Routledge India.

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

## Major 2.2: Exploring Core Forms of News Journalism

**Course objectives:**

1. To understand the fundamentals of creating diverse journalistic content.
2. To identify and articulate various roles and responsibilities within a media organization.
3. To explore specialized areas of journalistic reporting.
4. To analyze the evolving landscape of journalism.
5. To develop foundational skills for practical journalistic work.

**Learning outcomes:**

After the completion of the course, the students will:

1. Understand the creation of various journalistic content types.
2. Identify roles and responsibilities in media organizations.
3. Analyze specialized journalistic beats and practices.
4. Apply digital and visual storytelling techniques.
5. Adapt to emerging trends and demands in journalism.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.2 | Exploring Core Forms of News Journalism | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Understanding Media Content.** **Credit- 1**

- An Introduction for Creators, Key Points, Method of Sensitization, Dos and Don’ts.

**Unit II Introduction to different roles and responsibilities in Media Journalism.** **Credit- 1**

- Respective Roles of Reporter, Editor, Reader, Interviewer.

**Unit III Specialized fields: Covering diverse beats in Journalism.** **Credit 1**

- Fields of Politics, Sports, Education, Society Management.

**Unit IV The Evolving Landscape of Journalism.** **Credit 1**

- Digital, Visual, Storytelling, Interviews, Experience Sharing.

**Essential/Recommended Readings/Texts:**

1. Sarma, S., & Malhotra, V. (2013). Television programme production. V&S Publishers.
2. Chow, A. (2015). Social media 247. Candid Creation Publishing.
3. McMahon, C. (2019). The psychology of social media. Routledge.

4. Alexander, R., & Stewart, P. (2021). Broadcast journalism: Techniques of radio and television news. Routledge.
5. Rathore, B. (2024). Strategic media planning and buying: Integration of traditional and digital media (South Asia ed.). Routledge India.

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

## Major 2.3: Introduction of Public Relation and Advertising

**Course objectives:**

1. To distinguish between Public Relations and Advertising, understanding their unique purposes and tactical applications.
2. To grasp the foundational principles and essential practices that define the field of Public Relations.
3. To comprehend the core elements of advertising, from strategic planning to creative execution.
4. To recognize the power of integrated communication, appreciating how PR and advertising work together to achieve comprehensive communication goals.
5. To develop preliminary skills in crafting and assessing basic PR and advertising messages.

**Learning outcomes:**

After the completion of the course, the students will:

1. Differentiate PR and advertising in purpose and approach.
2. Apply core PR principles and tactics.
3. Understand strategy and creativity in advertising.
4. Integrate PR and advertising through IMC frameworks.
5. Develop practical communication skills for campaign planning.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.3 | Introduction of Public Relation and Advertising | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Understanding Public Relations and Advertising.** **Credit- 1**

- Meaning, Concepts, Important Trends, Societal Requirements.

**Unit II Core Principles and Practices of Public Relations.** **Credit- 1**

- History and Development, Effective Results of Good Public Relations, Qualities of a Successful PRO.

**Unit III Fundamentals of Advertising.** **Credit 1**

- Principles and Strategies, Creative Statements and their Importance.

**Unit IV Integrated Communication.** **Credit 1**

- The Synergy of PR and Advertising, Governing Principles, Impacts on the Society.

**Essential/Recommended Readings/Texts:**


1. Vatsyayan, K. (1996). Bharata: The Nāṭyaśāstra. Nesma Books.
2. Mody, B. (2003). Communication and social development in India. Sage Publications.
3. McQuail, D. (2010). McQuail's mass communication theory (6th ed.). Sage Publications.
4. Singh, D. (2008). Fables in the Indian narrative tradition. D. K. Printworld.
5. Chow, A. (2015). Social media 247. Candid Creation Publishing.
6. McMahon, C. (2019). The psychology of social media. Routledge.
7. Reddi, C. V. N. (2019). Effective public relations and media strategy. PHI Learning.
8. Knowles, M. (2020). Public relations and media PR strategies for the digital age. Music World Publishing.
9. Kotler, P., Keller, K. L., & Chernev, A. (2022). Marketing management. Pearson Education.
10. Mukund, R. (2022). Don't sell, make them buy. Om Books International.

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

## Major 2.4: Sanskrit Media Journalism: A Source of Tradition and Culture

**Course objectives:**

1. To develop foundational skills in news reporting, anchoring and media presentation.
2. To train students in understanding the role of non-verbal communication (gestures, posture, expression) in journalism.
3. To help learners structure and present news with appropriate articulation and confidence.
4. To foster awareness of stage presence, audience engagement and camera consciousness.
5. To integrate linguistic clarity with effective physical expression in Sanskrit and multilingual news reporting.

**Learning outcomes:**

After the completion of the course, the students will:

1. Report and present news accurately using appropriate formats and styles.
2. Demonstrate control over voice modulation and pronunciation in Sanskrit and regional languages.
3. Apply behavioral gestures effectively for news delivery on screen.
4. Analyze the impact of non-verbal communication on audience perception.
5. Deliver confident, audience-friendly news presentations for media platforms.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.4 | Sanskrit Media Journalism: A Source of Tradition and Culture | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Sanskrit Communication as a tool of Indian Value System. Credit- 1**

- Sanskrit News Showing Indian Tradition and Culture.
- Regular Utterance of Sanskrit Subhashitas to Insinuate Value System.
- Sanskrit Documentaries on Freedom Fighters.
- Techniques of anchoring and script delivery in classical diction.

**Unit II Use of Sanskrit in Digital and social media for sensitizing on Indigenous Knowledge System. Credit- 1**

- Blogging, podcasting and video Recording on Indigenous Tradition and Culture of India.

- Sanskrit News and Report as a Tool of Social Unity.
- Translation and subtitling practices for Sanskrit content For Reviving their Age-Old Treasures of India.

**Unit III History and Development of Print Media. Credit 1**

- Early forms of Mass Communication, Sabha and Samitis, Performing Arts.

**Unit IV Background of Sanskrit Journalism. Credit 1**

- Historical background and evolution of journalism in Sanskrit.
- Characteristics of journalistic language vs. classical/literary Sanskrit.
- Types of journalistic writing: News, features, editorial, interview.
- Structure of a news report (headline, lead, body, conclusion).
- Use of tenses, voice and sentence structure suited for journalistic writing.

**Practical:**

- Display of One Act Play on Value System.
- Podcasts on Essential Requisite Service to the Seniors of The Society.
- Skit on Patriotism.
- Blogs and Interviews on Indigenous Good Practices.

**Essential/Recommended Readings/Texts:**

1. Mody, B. (2003). Communication and social development in India. Sage Publications.
2. Kapur, M. (2006). Effective public speaking. Macmillan India.
3. Mehrabian, A. (2007). Nonverbal communication. Aldine Transaction.
4. Srivastava, K. M. (2007). News anchoring techniques. Sterling Publishers.
5. पाण्डेय, विश्वनाथ. (2010). पत्रकारिता के सिद्धान्त (Sanskrit trans.). Bharatiya Vidya Sansthan.
6. Sharma, R. C. (2009). Patrakaritā vimarśaḥ. Sampurnanand Sanskrit University.
7. पाण्डेय, रमेश कुमार. (2012). संस्कृत पत्रकारिता के मूल तत्व. Chaukhamba Surbharati.
8. गोस्वामी, रघुनाथ. (2015). संस्कृत पत्रकारिता का इतिहास. Motilal Banarsidass.
9. Samskrita Bharati. Sambhāṣaṇa saṅskṛtam (Various eds.).

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

## SEMESTER – 4

## Major 2.5: Media for Unity

**Course objectives:**

1. To analyze the foundational role of media.
2. To evaluate media's potential and responsibility.
3. To apply ethical media practices.
4. To develop essential media literacy skills.
5. To advocate for media approaches.

**Learning outcomes:**

After the completion of the course, the students will:

1. Promote inclusivity through responsible media representation.
2. Apply ethical principles to bridge societal divides.
3. Develop media literacy for critical content engagement.
4. Advocate for unifying media narratives in pluralistic societies.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.5 | Media for Unity | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Understanding foundational role of Media in shaping belongingness in Bharat. Credit- 1**

- Period before Independence, Period during Independence, Period after Independence and till Date.

**Unit II Promoting Inclusivity and Understanding Through Media Representation. Credit- 1**

- Concept and Importance of Inclusivity, External Negative Forces, Major Media Roles, Future Foundations.

**Unit III Ethical Media Practices for Bridging Divides and Fostering Dialogue. Credit 1**

- Concept of Media Ethics, Crowd Management, Focal Issues of Dialogues.

**Unit IV Media Literacy and Critical Consumption for a Unified Society. Credit 1**

- Meaning of Media Literacy and Unified Society, Utopia and Reality, Role of the Society, Process of Societal Sensitization.

**Essential/Recommended Readings/Texts:**

1. Vatsyayan, K. (1996). Bharata: The Nāṭyaśāstra. Nesma Books.

2. Mody, B. (2003). Communication and social development in India. Sage Publications.
3. Singh, D. (2008). Fables in the Indian narrative tradition. D. K. Printworld.
4. McQuail, D. (2010). McQuail's mass communication theory (6th ed.). Sage Publications.
5. Reddi, C. V. N. (2019). Effective public relations and media strategy. PHI Learning.
6. Whitehurst, R. S. (2024). Teaching media literacy with social media news. Eye on Education.Jhingran, S. Ethical relativism and universalism. Motilal Banarsidass.
7. Tewary, K. N. Classical Indian ethical thought. Motilal Banarsidass.
8. Christians, C. G., Fackler, M., Richardson, K. B., Kreshel, P. J., & Woods, R. H. (2024). Media ethics: Cases and moral reasoning. Routledge.

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

# Major 2.6: Information, Education and Communication (IEC) and Behaviour Change and Communication (BCC) in Indian Context

**Course objectives:**

1. To understand the foundational principles and theories underlying Information, Education and Communication (IEC) and Behavior Change Communication (BCC).
2. To analyze the application of IEC and BCC strategies across diverse communication contexts in India, including health, corporate, political, cultural and crisis communication.
3. To acquire practical skills in designing and developing effective IEC materials tailored for specific audiences and behavioral outcomes.
4. To evaluate the ethical considerations and cultural sensitivities inherent in implementing IEC and BCC campaigns, particularly within the diverse Indian context.
5. To critically assess the impact and challenges of IEC and BCC interventions.

**Learning outcomes:**

After the completion of the course, the students will:

1. Understand key principles and theories of IEC and BCC.
2. Analyze IEC/BCC strategies in diverse sectors like health, politics and crisis.
3. Develop practical skills in designing effective IEC materials.
4. Assess ethical and cultural considerations in campaign implementation.
5. Evaluate the real-world impact and limitations of IEC/BCC initiatives.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.6 | Information, Education and Communication (IEC) and Behaviour Change and Communication (BCC) in Indian Context | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Principles and Theories of IEC and BCC.** **Credit- 1**

- Introduction, History and Background, Importance, Social Acceptance.

**Unit II Context of IEC-BCC in Various Prominent Fields.** **Credit- 1**

- In Communication of Health Sector, In Corporate Communication, In Political Communication, In Cultural Communication, In Communication For Major Crisis Management.

**Unit III Designing and Developing IEC Materials. Credit 1**

- For Educational Institutions, For Major Political Parties of India, For Indian NGOs acting in Different Fields, For Army, Navy and other Forces of India.

**Unit IV Ethical Considerations and Context in IEC and BCC. Credit 1**

- Stage based IEC and BCC, Demarcation of Direct Projection and Non-Projection, Government Schemes and Policies.

**Essential/Recommended Readings/Texts:**


1. Vatsyayan, K. (1996). Bharata: The Nāṭyaśāstra. Nesma Books.
2. Mody, B. (2003). Communication and social development in India. Sage Publications.
3. Singh, D. (2008). Fables in the Indian narrative tradition. D. K. Printworld.
4. McQuail, D. (2010). McQuail's mass communication theory (6th ed.). Sage Publications.
5. McMahon, C. (2019). The psychology of social media. Routledge.
6. Stewart, R. D. (Ed.). (2022). Social media and the law. Routledge.
7. Christians, C. G., Fackler, M., Richardson, K. B., Kreshel, P. J., & Woods, R. H. (2024). Media ethics: Cases and moral reasoning. Routledge.
8. Whitehurst, R. S. (2024). Teaching media literacy with social media news. Eye on Education.
9. Jhingran, S. Ethical relativism and universalism. Motilal Banarsidass.
10. Tewary, K. N. Classical Indian ethical thought. Motilal Banarsidass.

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

## Major 2.7: Media Journalism: Applied forms and the Ground Zero

**Course objectives:**

1. To reinforce understanding of core journalistic principles and their specific application within the contemporary Indian media landscape.
2. To analyze the evolving relationship between news sources, information technology and the advent of Artificial Intelligence in journalistic practices.
3. To master the fundamental techniques and ethical considerations of investigative journalism for uncovering hidden truths.
4. To acquire essential skills and ethical frameworks for effective conflict and crisis reporting, particularly when operating "at ground zero."
5. To critically evaluate the challenges and responsibilities of journalists working in complex, real-world reporting environments in India.

**Learning outcomes:**

After the completion of the course, the students will:

1. Apply core journalistic principles within the Indian context.
2. Understand the use of technology and AI in journalism.
3. Learn investigative journalism techniques and ethical practices.
4. Acquire conflict and crisis reporting skills.
5. Evaluate real-world challenges in field-based journalism.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.7 | Media Journalism: Applied forms and the Ground Zero | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Journalism and its Core Principles in the Indian Context. Credit- 1**

- Journalism as a fourth pillar of Democracy, Truth and Accuracy, accountability, Maintaining Plurality as well as Unity as a core value.

**Unit II News sources and Information Technology. Credit- 1**

- Human Sources, Digital Sources, Artificial Intelligence in Media.

**Unit III Investigative Journalism. Credit 1**

- Meaning and the Concept, Importance in the Land of Bharat, Importance during Independence, ways and Principles for Uncovering the Ground Truth.

**Unit IV Conflict and Crisis Reporting. Credit 1**

- Navigating the Ground Zero Situation, Media response to Natural Disaster, Prioritization of Public Interest, Avoidance of Sensationalism.

**Essential/Recommended Readings/Texts:**


1. Mody, B. (2003). Communication and social development in India. Sage Publications.
2. Simpson, R., & Coté, W. (2006). Covering violence: A guide to ethical reporting about victims and trauma. Columbia University Press.
3. McQuail, D. (2010). McQuail's mass communication theory (6th ed.). Sage Publications.
4. Allan, S., & Zelizer, B. (Eds.). Reporting war: Journalism in wartime. Routledge.
5. Ghosh, S. Media and disasters: Coping with emergencies in India. Penguin Books India.
6. Upadhyaya, S. Conflict reporting in India: Between the lines. SAGE Publishing India.

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

# Major 2.8: Media Houses

**Course objectives:**

1. To introduce students to the evolution and structure of major media houses in India and abroad.
2. To understand the organizational setup, ownership patterns and editorial policies of various media houses.
3. To analyze the influence of media ownership on content, ethics and public discourse.
4. To provide insights into regional media institutions with a focus on Assamese and Sanskrit media ventures
5. To equip students with the knowledge to critically evaluate media plurality and press freedom.

**Learning outcomes:**

After the completion of the course, the students will:

1. Identify key national and international media houses and their histories.
2. Understand how ownership affects editorial independence and media representation.
3. Analyze the corporate, political and ideological influences on media content.
4. Compare public service broadcasters with private media houses.
5. Appreciate the growth of regional media houses, especially in Sanskrit and Assamese contexts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.8 | Media Houses | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Media Houses.** **Credit- 1**

- Definition, classification and role of media houses in shaping public opinion.

**Unit II Major Indian Media Houses.** **Credit- 1**

- The Times Group, The Hindu Group, Indian Express Group, HT Media, NDTV, India Today Group.

**Unit III Global Media Giants.** **Credit 1**

- BBC (UK), CNN (USA), Al Jazeera (Qatar), The New York Times (USA), Reuters (UK) and their global impact.

**Unit IV Regional and Vernacular Media Houses. Credit 1**

- Assamese media houses (e.g., The Assam Tribune, Dainik Asom, Pratidin Group) and initiatives in Sanskrit media (e.g., Sudharma, Samskrita Bharati platforms)

**Essential/Recommended Readings/Texts:**


1. Baruah, S. (1999). India against itself: Assam and the politics of nationality. Oxford University Press.
2. Jeffrey, R. (2000). India's newspaper revolution: Capitalism, politics and the Indian-language press, 1977–1999. Oxford University Press.
3. Thussu, D. K. (2006). Media on the move: Global flow and contra-flow. Routledge.
4. Mehta, N. (2008). India on television: How satellite news channels have changed the way we think and act. HarperCollins.
5. Chatterjee, P. (2016). Indian media business: Dynamics of news industry. Media House Publishers.
6. Press Council of India. (2019). Reports and annual reviews. Press Council of India.

# THIRD YEAR: MAJOR PAPERS

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

# SEMESTER – 5

## Major 3.1: Media Rules, Ethics and Management

**Course objectives:**

1. To understand the fundamental media laws and their profound significance for journalistic practice and freedom of expression in India.
2. To internalize core media ethics and professional conduct standards, enabling responsible and accountable journalistic practice.
3. To analyze the principles of media management and organizational structures, including diverse ownership patterns and revenue models.
4. To examine the frameworks of media regulation and governance, comparing Indian standards with global practices.
5. To critically evaluate the complex interplay between legal boundaries, ethical imperatives and management strategies in shaping the media landscape.

**Learning outcomes:**

After the completion of the course, the students will:

1. Understand key media laws and their significance in India.
2. Apply ethical standards and resolve professional dilemmas.
3. Analyze media ownership patterns and revenue models.
4. Examine regulatory bodies and media governance frameworks.
5. Evaluate the balance between freedom, ethics and business in journalism.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.1 | Media Rules, Ethics and Management | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Media Laws and its Significance in India. Credit- 1**

- Definition and Objectives of Media Laws, Freedom of Speech, Principal Media Laws of India.

**Unit II Media Ethics and Professional Conduct. Credit- 1**

- Concept and Types, Right to Privacy, Judicial Verdicts, Maintenance of Confidentialities.

**Unit III Media Management and Organization. Credit 1**

- Ownership pattern and Revenue Model, Broadcasting Content Complaints Council (BCCC), Press Council of India (PCI), Ministry of Information and Broadcasting (I& B).

**Unit IV Media Regulations and Governance in India as well as Global Standard. Credit 1**

- Meaning and Importance, Theories of Media Regulations, Freedom of Press.

**Essential/Recommended Readings/Texts:**


1. Mody, B. (2003). Communication and social development in India. Sage Publications.
2. McQuail, D. (2010). McQuail's mass communication theory (6th ed.). Sage Publications.
3. Chawla, A. S. (2011). Introduction to mass communication. Pearson Publication.
4. Kumar, K. J. (2015). Mass communication in India. Jaico Publishing House.
5. Kubitschko, S., & Kaun, A. (Eds.). (2016). Innovative methods in media and communication research. Palgrave Macmillan.
6. Mishra, S. K. (2018). Media management. Gyan Geeta Prakashan.
7. Aggarwal, V. B. (2019). Handbook of mass communication and journalism. Concept Publishing Company.
8. Kulkarni, S. N. (2020). Press & media law. Asia Law House.
9. Chatterjee, I. (2024). Media law and ethics. Satyam Law International.
10. Ahuja, B. N. (n.d.). Press laws and media ethics. Surjeet Publications.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Major 3.2: Media and the Constitutional Provisions in India and Across

**Course objectives:**

1. To analyze the foundational constitutional frameworks that guarantee media freedom in India and selected key global democracies.
2. To examine the interplay between constitutional rights (such as freedom of information, privacy and public participation) and media access.
3. To compare and contrast constitutional limits on media freedom, understanding the delicate balance between rights and reasonable restrictions across different jurisdictions.
4. To evaluate media regulation and governance challenges from a constitutional perspective, drawing insights from both Indian and international contexts.
5. To develop a critical understanding of the legal and ethical responsibilities of media in upholding democratic values within constitutional boundaries.

**Learning outcomes:**

After the completion of the course, the students will:

1. Compare constitutional media freedoms across global democracies.
2. Analyze media access, privacy rights and public participation.
3. Evaluate constitutional limits on media freedom in India and beyond.
4. Examine legal and ethical dilemmas in news reporting.
5. Propose regulatory strategies upholding media freedom and responsibility.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.2 | Media and the Constitutional Provisions in India and Across | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Media Freedom.** **Credit- 1**

- Constitutional Frameworks in India and Key Global Democracies.

**Unit II Constitutional Rights and Media Access.** **Credit- 1**

- Information, Privacy and the Public Sphere.

**Unit III Balancing Rights in the Field of Media Journalism.** **Credit 1**

- Constitutional Limits on Media Freedom, Benefits and Limitations.

**Unit IV Media Regulation and Constitutional Challenges. Credit 1**

- Basic Regulations of India, International Directives, Punitive Measures.

**Essential/Recommended Readings/Texts:**


1. Mody, B. (2003). Communication and social development in India. Sage Publications.
2. McQuail, D. (2010). McQuail's mass communication theory (6th ed.). Sage Publications.
3. Chawla, A. S. (2011). Introduction to mass communication. Pearson Publication.
4. Kumar, K. J. (2015). Mass communication in India. Jaico Publishing House.
5. Kubitschko, S., & Kaun, A. (Eds.). (2016). Innovative methods in media and communication research. Palgrave Macmillan.
6. Mishra, S. K. (2018). Media management. Gyan Geeta Prakashan.
7. Aggarwal, V. B. (2019). Handbook of mass communication and journalism. Concept Publishing Company.
8. Kulkarni, S. N. (2020). Press & media law. Asia Law House.
9. Divan, M. G. (2023). Facets of media law. Eastern Book Company.
10. Chatterjee, I. (2024). Media law and ethics. Satyam Law International.
11. Ahuja, B. N. Press laws and media ethics. Surjeet Publications.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

# Major 3.3: Knowledge of Printing Technology and Its Relevance in Print Media Journalism

**Course objectives:**

1. To understand the fundamental print processes and materials essential for modern print media production.
2. To acquire knowledge of pre-press and digital workflow operations, recognizing their critical role in preparing content for print.
3. To comprehend post-press operations and finishing techniques, appreciating how printed materials are transformed into final products.
4. To analyze emerging trends and sustainable practices in the printing industry and their implications for print media journalism.
5. To evaluate the relevance of printing technology to the quality, efficiency and economic viability of contemporary print media journalism.

**Learning outcomes:**

After the completion of the course, the students will:

1. Understand basic print processes and material specifications.
2. Learn pre-press design, layout and workflow practices.
3. Apply post-press operations and finishing techniques.
4. Analyze the impact of printing decisions on quality and branding.
5. Explore sustainability and innovation trends in the print industry.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.3 | Knowledge of Printing Technology and Its relevance in Print Media Journalism | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Fundamentals of Print Processes and Materials.** **Credit- 1**

- Introduction to basic printing techniques, equipment and commonly used materials.

**Unit II Pre-press and Digital Workflow.** **Credit- 1**

- Overview of pre-press operations, layout design and digital file preparation for printing.

**Unit III Post-press Operations and Finishing Techniques.** **Credit 1**

- Study of Binding, Cutting, Lamination and other Finishing processes after Printing.

**Unit IV Emerging Trends and Sustainable Practices in Printing. Credit 1**

- Exploration of Innovations, Eco-friendly Technologies and Sustainable Practices in the Printing Industry.

**Essential/Recommended Readings/Texts:**


1. Chappell, W., & Bringhurst, R. (1980). A short history of the printed word. Hartley & Marks.
2. Negroponte, N. (1995). Being digital. Alfred A. Knopf.
3. Chawla, A. S. (2011). Introduction to mass communication. Pearson Publication.
4. McMurtrie, D. C. (2012). Printing: A history of the art. Old Handbook.
5. Kumar, K. J. (2015). Mass communication in India. Jaico Publishing House.
6. Ahuja, C., & Hiteshi, B. (2016). Print journalism: A complete book of journalism. Lighting Source.
7. Kubitschko, S., & Kaun, A. (Eds.). (2016). Innovative methods in media and communication research. Palgrave Macmillan.
8. Aggarwal, V. B. (2019). Handbook of mass communication and journalism. Concept Publishing Company.
9. Barber, G. Sustainable book printing: The future of eco-conscious publishing. https://ecofriendlyprinter.com

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Major 3.4: Role of Media in India's Freedom Struggle

**Course objectives:**

1. To explore the emergence and growth of Indian media during the colonial period.
2. To study the contributions of nationalist newspapers and journals in mobilizing public opinion.
3. To examine the role of both English and vernacular press in shaping nationalist discourse.
4. To understand how media served as a tool for political awakening and resistance.
5. To highlight the contributions of key media personalities and publications in the freedom movement.

**Learning outcomes:**

After the completion of the course, the students will:

1. Analyze how print media influenced nationalist ideologies and mobilized masses.
2. Understand the relationship between media and political leadership during colonial rule.
3. Examine censorship, suppression and the challenges faced by freedom-era journalism.
4. Appreciate the contributions of vernacular language press including Sanskrit and regional journals.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.4 | Role of Media in India's Freedom Struggle | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Unit I: Historical Emergence of Indian Media and Early Publications. Credit- 1**

- Origin and evolution of the Indian press under British rule; the emergence of early newspapers like Bengal Gazette, The Hindu, The Indian Mirror; role of vernacular press including Sudharma and Amrita Bazar Patrika.

**Unit II English and Vernacular Press as Instruments of National Awakening. Credit- 1**

- Growth of newspapers in regional languages (Kesari andhra Patrika, etc.); the vernacular press's role in spreading nationalist ideas, mobilizing masses and promoting socio-political reform.

**Unit III Media Leadership and Revolutionary Journalism. Credit 1**

- Contributions of prominent freedom fighters and journalist-leaders such as Bal Gangadhar Tilak (Kesari), Mahatma Gandhi (Young India, Harijan) and Subhas

Chandra Bose (Azad Hind Radio); their use of media as a tool for resistance and awakening.

**Unit IV Colonial Censorship, Suppression and the Underground Press. Credit 1**

- British censorship laws, the Vernacular Press Act, trials of editors, bans, surveillance and the emergence of underground publications, secret pamphlets and revolutionary literature.

**Essential/Recommended Readings/Texts:**


1. Natarajan, J. (1955). History of Indian journalism. Publications Division, Government of India.
2. Sinha, N. C. (1978). Sanskrit journalism and nationalism. Chowkhamba Vidyabhawan.
3. Nanda, B. R. (1985). Gandhi and his critics. Oxford University Press.
4. Chandra, B., Mukherjee, M., Mukherjee, A., Panikkar, K. N., & Mahajan, S. (1988). India's struggle for independence: 1857–1947. Penguin Books.
5. Jeffrey, R. (2000). India's newspaper revolution: Capitalism, politics and the Indian-language press. Oxford University Press.
6. Venkateswaran, K. S. (2001). The role of the press in the Indian freedom movement (1857–1947). Gyan Publishing House.
7. Das, S. (2008). Role of press in Indian freedom struggle. Minerva.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

# SEMESTER – 6

## Major 3.5: Television Journalism: Origin and Development

**Course objectives:**

1. To evolution and foundational principles of television journalism.
2. To grasp the unique characteristics of writing and reporting for television news.
3. To identify and apply core news values in the context of television journalism.
4. To comprehend the ethical responsibilities and diverse roles of a television journalist.
5. To differentiate between various types of television programs and their respective production processes.

**Learning outcomes:**

After the completion of the course, the students will:

1. Trace the history and principles of television journalism.
2. Master writing and storytelling for TV news.
3. Understand the roles and ethics of television journalists.
4. Learn TV production processes and studio management.
5. Develop investigative and beat reporting skills for television.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.5 | Television Journalism: Origin and Development | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Television Journalism.** **Credit- 1**

- History and Principles, Techniques of Writing Effective Television News, Scripts.

**Unit II News Values in Television Journalism.** **Credit- 1**

- Role and Responsibilities of a Television Journalist, Ethical Duties of a Television Journalist, Professional Duties of Television Journalists.

**Unit III Different Types of Television Program.** **Credit 1**

- Production Process, Editing and Studio Management, Program Formats along with their Production, Editing and Studio Operations.

**Unit IV News and Research for Television Journalism.** **Credit 1**

- Beats, Investigative Journalism and Nation Building Exercise, News Research Methods, Beat Reporting, Investigative Journalism, Their role in Nation Building.

**Essential/Recommended Readings/Texts:**


1. Mody, B. (2003). Communication and social development in India. Sage Publications.
2. Mehta, N. (2008). India on television. HarperCollins.
3. Sarma, S., & Malhotra, V. (2013). Television programme production. V&S Publishers.
4. Kumar, K. J. (2015). Mass communication in India. Jaico Publishing House.
5. Keller, T., & Hawkins, S. (2016). Television news: A handbook for reporting, writing, shooting, editing & producing. AITBS Publishers.
6. Kubitschko, S., & Kaun, A. (Eds.). (2016). Methods in media and communication research. Palgrave Macmillan.
7. Stewart, P., & Alexander, R. (2021). Broadcast journalism: Techniques of radio and television news. Routledge.
8. Foreman, G., et al. (2022). The ethical journalist: Making responsible decisions in the digital age. Wiley-Blackwell.
9. Dalal, M. (2023). Modern communication with social media. BPB Publication.
10. Kumar, D. (2023). Advertising and public relation. DPS Publishing House.
11. Rathore, B. (2024). Strategic media planning and buying: Integration of traditional and digital media (South Asia ed.). Routledge India.
12. Mishra, R. G. Saṁskṛta patrakāritā kā itihāsa. Vivek Prakashan.

**Difficulty Level**
**300-399**

**Credits - 4**
**Hours - 60**

# Major 3.6: Radio Journalism

**Course objectives:**

1. To trace the historical evolution of radio as a mass medium and its development into various forms.
2. To understand the landscape of radio journalism in India, encompassing All India Radio (AIR) and the emergence of online and community radio.
3. To master the principles of creating engaging content for radio, including news writing, program development and scripting.
4. To acquire foundational knowledge of radio production and technical aspects, including recording, editing and mixing.
5. To evaluate the unique strengths and challenges of radio as a journalistic medium in the contemporary environment.

**Learning outcomes:**

After the completion of the course, the students will:

1. Understand radio's evolution and unique communicative features.
2. Explore radio journalism practices in India (AIR, FM, community radio).
3. Apply writing and scripting skills for radio formats.
4. Learn basic radio production and audio editing.
5. Evaluate radio's strengths and role in contemporary journalism.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.6 | Radio Journalism | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Radio and its Evolution.** **Credit- 1**

- Origin and Background, Growth of Radio as a Medium of Mass Communication.

**Unit II Introduction to Radio Journalism in India.** **Credit- 1**

- AIR (Medium wave, Short wave, FM etc), Online Radio, Community Radio etc
- Traditional and Digital Platforms of Radio, Role of Radio During Freedom Struggle.

**Unit III Radio News, Radio Programs and Writings for Radio Platform.** **Credit 1**

- Formats of Radio News and Programs, Principal Techniques for writing for Radio.

**Unit IV Radio Production and Technical Aspects.** **Credit 1**

- Editing Practices, Production Process, Recording, Editing, Technical handling in Radio Broadcasting.

**Essential/Recommended Readings/Texts:**


1. Mody, B. (2003). Communication and social development in India. Sage Publications.
2. Chawla, A. S. (2011). Introduction to mass communication. Pearson Publication.
3. Kumar, K. J. (2015). Mass communication in India. Jaico Publishing House.
4. Kubitschko, S., & Kaun, A. (Eds.). (2016). Innovative methods in media and communication research. Palgrave Macmillan.
5. Aggarwal, V. B. (2019). Handbook of mass communication and journalism. Concept Publishing Company.
6. Stewart, P., & Alexander, R. (2021). Broadcast journalism: Techniques of radio and television news. Routledge.
7. Foreman, G., et al. (2022). The ethical journalist: Making responsible decisions in the digital age. Wiley-Blackwell.
8. Dalal, M. (2023). Modern communication with social media. BPB Publication.
9. Kumar, D. (2023). Advertising and public relation. DPS Publishing House.
10. Rathore, B. (2024). Strategic media planning and buying: Integration of traditional and digital media (South Asia ed.). Routledge India.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

# Major 3.7: Understanding Global Media

**Course objectives:**

1. To analyze the complex structures and diverse ownership patterns that characterize the contemporary global media landscape.
2. To evaluate the dynamics of cultural flows and media globalization, understanding their impact on local and international societies.
3. To examine the phenomenon of digital divides and their implications for global media access, participation and equity.
4. To assess the role of global media in driving and responding to social change, including movements, advocacy and human rights issues.
5. To develop a critical perspective on global media by understanding its economic, political, cultural and technological dimensions.

**Learning outcomes:**

After the completion of the course, the students will:

1. Analyze global media structures and ownership patterns.
2. Examine cultural flows and media globalization impacts.
3. Evaluate the digital divide in global media access.
4. Assess global media's role in social change and activism.
5. Develop critical perspectives on global media dynamics.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.7 | Understanding Global Media | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Global Media Landscapes: Structures and Ownership. Credit- 1**

- Organizational structures, Ownership patterns, Power Dynamics in Global Media Industries.

**Unit II Cultural Flows and Media Globalization. Credit- 1**

- Meaning and Concept of the Cultural Content, Importance of Development of Cultural Contents, Picture of the Movement of Cultural Content across Borders, Impact of the Movement of Cultural Content on Media Globalization.

**Unit III Digital Divides and Global Media Access. Credit 1**

- Reasons of Digital Disparities, Impact of Digital Disparities on Society, Participation of Media across Different regions and Communities.

**Unit IV Global Media and Social Change. Credit 1**

- Role of Global Media in Influencing and Building Public Opinion, Activism and Societal Transformation, Impact of Global Media in India's Parlance.

**Essential/Recommended Readings/Texts:**


1. Tomlinson, J. (1991). Cultural imperialism: A critical introduction. Continuum.
2. Kamalipour, Y. R. (Ed.). (2001). Global communication: New agendas in communication. Wadsworth/Thomson Learning.
3. Rantanen, T. (2005). Media and globalization. Sage Publications.
4. Ranganathan, M., & Rodrigues, U. (2010). Indian media in a globalised world. Sage Publications.
5. Mansell, R., & Raboy, M. (Eds.). (2011). The handbook of global media and communication policy. Blackwell Publishing.
6. Castells, M. (2012). Networks of outrage and hope: Social movements in the internet age. Polity Press.
7. Curran, J. (2019). Media and society. Bloomsbury Academic.
8. McPhail, T. L., & Phipps, S. (2019). Global communication: Theories, stakeholders and trends. Wiley Blackwell.
9. Dahiya, S. (2022). Indian media giants: Unveiling the business dynamics of print legacies. Oxford University Press India.
10. Rathore, B. (2024). Strategic media planning and buying: Integration of traditional and digital media (South Asia ed.). Routledge India.

**Difficulty Level**
**300-399**

**Credits - 4**
**Hours - 60**

# Major 3.8: Sanskrit Language Skills for Journalists

**Course objectives:**

1. To introduce undergraduate students to the functional use of Sanskrit for journalistic writing and reporting.
2. To familiarize learners with the technical vocabulary, stylistic features and linguistic structures used in journalistic Sanskrit.
3. To enable students to translate simple news reports, press notes and headlines between Sanskrit and regional/English languages.
4. To develop students' abilities in basic news writing, speech reporting and interview transcription in Sanskrit.
5. To sensitize learners to the historical and cultural significance of Sanskrit as a medium of communication in traditional and modern contexts.

**Learning outcomes:**

After the completion of the course, the students will:

1. Demonstrate basic proficiency in reading and understanding simple journalistic Sanskrit texts.
2. Apply appropriate vocabulary and syntactic patterns for drafting short news articles and reports in Sanskrit.
3. Translate short news items and statements from Sanskrit to English/regional languages and vice versa.
4. Compose basic headlines, event reports and interviews in Sanskrit using journalistic style.
5. Recognize the role of Sanskrit in multilingual journalism and cultural communication.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.8 | Sanskrit Language Skills for Journalists | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Language Skills for Journalistic.** **Credit- 1**

- Use of common journalistic expressions and idioms in Sanskrit
- Headline formation techniques:
- Building a working vocabulary:
- Rewriting news headlines and reports.
- Reading aloud and pronunciation drills.
- Listening comprehension.

**Unit II Practical Application and Journalistic Writing. Credit- 1**

- Writing headlines and subheadings in Sanskrit.
- Drafting short news items, press releases and event summaries.
- Translating basic news reports between Sanskrit and regional/English languages.
- Simulated interviews: question framing and reporting in Sanskrit.
- Reporting speeches: indirect and direct speech representation in Sanskrit.

**Unit III Editing and Translation in Sanskrit Journalism. Credit 1**

- Principles of editing: Clarity, accuracy, brevity and readability.
- Techniques of headline writing and subheading formulation.
- Editing for grammar, syntax and factual accuracy.
- Translation practices: Translating news content from English/regional languages into Sanskrit.
- Proofreading symbols and editorial markings.

**Unit IV Role and Relevance of Sanskrit Journalism Today. Credit 1**

- Analyzes the contemporary significance and contributions of Sanskrit journalism in preserving culture and tradition.

**Practical Exercises (to be conducted in class and/or as assignments)**

- **Translation Practice:** Translate 5 short news articles from regional language/English into Sanskrit and vice versa.
- **Headline Writing:** Write 10 headlines in Sanskrit for hypothetical news items on current events.
- **Report Writing:** Prepare 3 short event/news reports in Sanskrit (100–150 words each).
- **Speech Reporting:** Listen to or read a short speech and prepare a news summary in Sanskrit.
- **Interview Exercise:** Conduct a mock interview and present it in Sanskrit in both direct and indirect speech forms.
- **Sanskrit News Bulletin:** Prepare and deliver a 2-minute oral Sanskrit news bulletin as a group activity.

**Essential/Recommended Readings/Texts:**

1. Shukla, H. (1969). A century of Sanskrit journalism. Alok Prakashan.
2. Deshpande, M. (1992). Sanskrit and Prakrit: Sociolinguistic issues. Motilal Banarsidass.
3. Kale, M. R. (2003). A higher Sanskrit grammar. Motilal Banarsidass.
4. Shukla, D. N. (2010). Sanskrit journalism: Tradition and modernity. Bharatiya Vidya Prakashan.
5. Pandey, Vishwanath. (2010). Patrakāritā ke siddhānta (Sanskrit trans.). Bharatiya Vidya Sansthan.
6. Pandey, Ramesh Kumar. (2012). Sanskrit patrakāritā ke mūla tattva. Chaukhamba Surbharati.

7. Vasu, N. N. (2014). Introduction to journalism in Sanskrit (Reprint ed.). Chaukhamba.
8. Goswami, Raghunath. (2015). Sanskrit patrakāritā kā itihāsa. Motilal Banarsidass.
9. Sambhāṣaṇa Sandēśa. Selected issues. Samskrita Bharati.
10. Samskrita Bharati. Publications on spoken and practical Sanskrit (e.g., Sambhāṣaṇam, Suvākyāni).
11. All India Radio & Doordarshan. Selected Sanskrit news transcripts and bulletins.
12. Selected articles from Sambhāṣaṇa Sandēśa and Ārṣa Vidyā magazines.

# FOURTH YEAR: MAJOR PAPERS

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

# SEMESTER – 7

## Major 4.1: Important Newspapers, Prominent National- International Media Houses and Media Platforms

**Course objectives:**

1. To identify and categorize major regional and national newspapers in India, understanding their reach, language and journalistic focus.
2. To analyze the landscape of television networks in India, including their ownership patterns and corporate structures.
3. To explore the rapid growth and characteristics of digital media in India, identifying key platforms and their impact.
4. To recognize key international media houses that have a significant presence and influence within the Indian media ecosystem.
5. To evaluate the overall media ecosystem in India, appreciating the interplay between different media forms, ownerships and their influence on public discourse.

**Learning outcomes:**

After the completion of the course, the students will:

1. Understand TV network ownership and corporate structures in India.
2. Analyze the rise and role of digital media in India.
3. Explore international media's influence on Indian narratives.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.1 | Important Newspapers, Prominent National-International Media Houses and Media Platforms | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Major Regional and National Newspapers in India.** **Credit- 1**

- History of Newspapers, Principal International Newspapers, Leading Regional and National Newspapers of India, The Role of Newspaper in Shaping Public Discourse in India, Role of Newspapers in Freedom Struggle in India.

**Unit II Television Networks in India: Ownership Pattern and Corporate Scenario.**
**Credit- 1**

- Growth, Trends and Impact of Digital Media Platforms in the Indian Media Landscape.

**Unit III New Age of Digital Media in India. Credit 1**

- Growth, Trends and Impact of Digital Media Platforms in the Indian Media Landscape.

**Unit IV Key International Media Houses with Significant Influence in India. Credit 1**

Presence and Impact of Major Global Media Corporations Operating in or Influencing India, Their Role and Intention, Impact on the field of International Relations of India.

**Essential/Recommended Readings/Texts:**


1. Stephens, M. (1997). A history of news. Harcourt Brace College Publishers.
2. Pettergree, A. (2014). The invention of news: How the world came to know about itself. Yale University Press.
3. Narula, U. (2019). Development communication: Theory and practice (Rev. ed.). Har-Anand Publications.
4. Flew, T. (2020). Understanding global media. Bloomsbury Publishing.
5. Sapna, M. S. (2020). Corporate communication: Trends and features. Notion Press.
6. Smith, A. The language of journalism. Bloomsbury India.
7. Kumar, K., & Choudhary, B. L. (2023). A primer of Indian communication thought. New Delhi Publisher.
8. Natarajan, J. (2023). History of Indian journalism. Publications Division, Ministry of Information and Broadcasting, Government of India.
9. Rajnish. (2023). Emergence of investigative journalism. Sumit Enterprises.
10. Parthasarathy, R. Journalism in India. Sterling Publishers.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Major 4.2: Global Media and its Contemporary Concerns

**Course objectives:**

1. To analyze the complex challenge of disinformation within the global information ecosystem and its impact on public trust.
2. To evaluate the evolving landscape of global news production and consumption, recognizing key trends and technological shifts.
3. To understand the ethical considerations, safety protocols and unique challenges involved in reporting across international borders and on global issues.
4. To examine the intricate dynamics of global media regulation and its implications for the future of journalistic freedom worldwide.
5. To critically assess the pressing contemporary issues facing global media and journalism in an interconnected world.

**Learning outcomes:**

After the completion of the course, the students will:

1. Define and analyze global disinformation threats.
2. Examine shifts in global news production and consumption.
3. Understand ethics and risks in international reporting.
4. Explore global regulatory frameworks and press freedom challenges.
5. Critically assess the global future of journalism and media.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.2 | Global Media and its Contemporary Concerns | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Disinformation and the Global Information Ecosystem. Credit- 1**

- Concept of Information and Disinformation, Impact of Disinformation on Credibility and Trust in Global Media Systems.

**Unit II Reporting Across Borders: Ethics, Safety and Global Issues. Credit- 1**

- Prominent Cross border and Trans border Issues, Ethical Challenges, Safety Concerns and Responsibilities in International Journalism.

**Unit III Global Media Regulation and the Future of Journalistic Freedom. Credit 1**

- International Media Laws, International Regulatory Frameworks, Their Implications for Press Freedom Worldwide.

**Unit IV The Changing Landscape of Global News Production and Consumption.**

**Credit 1**

- Evolving Trends in Global News Production, Distribution and its Consumption in the Digital Era.

**Essential/Recommended Readings/Texts:**


1. Stephens, M. (1997). A history of news. Harcourt Brace College Publishers.
2. Pettergree, A. (2014). The invention of news: How the world came to know about itself. Yale University Press.
3. Flew, T. (2020). Understanding global media. Bloomsbury Publishing.
4. Sapna, M. S. (2020). Corporate communication: Trends and features. Notion Press.
5. Smith, A. The language of journalism. Bloomsbury India.
6. Rajnish. (2023). Emergence of investigative journalism. Sumit Enterprises.
7. Parthasarathy, R. Journalism in India. Sterling Publishers.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

# Major 4.3: Community Media and the Media Ecology

**Course objectives:**

1. To define and conceptualize community media, distinguishing it from mainstream and alternative media.
2. To analyze the vital role of community media in local and national development, particularly within diverse socio-cultural contexts.
3. To evaluate the growth, status and impact of community media across various global perspectives.
4. To understand the synergy between community media and development communication, emphasizing participatory approaches to media engagement.
5. To assess the contributions of community media to fostering local voices, empowerment and a vibrant media ecology.

**Learning outcomes:**

After the completion of the course, the students will:

1. Define community media and its participatory principles.
2. Analyze community media's role in local development.
3. Evaluate global status and growth of community media.
4. Understand its relationship with development communication.
5. Assess how community media fosters media diversity and inclusion.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.3 | Community Media and the Media Ecology | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Definition and Concept of Community Media. Credit- 1**

- Meaning, Scope and Unique Characteristics of Community-based Media Platforms.

**Unit II Community Media and Development. Credit- 1**

- Role of Community Media in Promoting Grassroots Development and Social Empowerment.

**Unit III Growth and Status of Community Media in the Global Perspectives. Credit 1**

- Evolution, Practices and Impact of Community Media Initiatives Across Different Countries.

**Unit IV Community Media and Development Communication: Participatory Media Landscape. Credit 1**

- Concept and Rules of Participatory Communication Models, Inclusive Dialogue Through Community Media, Key to Local Development.

**Essential/Recommended Readings/Texts:**


1. Stephens, M. (1997). A history of news. Harcourt Brace College Publishers.
2. Rennie, E. (2006). Community media: A global introduction. Rowman & Littlefield.
3. Howley, K. (Ed.). (2009). Understanding community media: People, places and communication technologies. SAGE Publications.
4. Pettergree, A. (2014). The invention of news: How the world came to know about itself. Yale University Press.
5. Flew, T. (2020). Understanding global media. Bloomsbury Publishing.
6. Sapna, M. S. (2020). Corporate communication: Trends and features. Notion Press.
7. Rajnish. (2023). Emergence of investigative journalism. Sumit Enterprises.
8. Howley, K. (2023). Community newspapers in India: Manifestations and metamorphosis. Routledge.
9. Parthasarathy, R. Journalism in India. Sterling Publishers Pvt. Ltd.
10. Smith, A. The language of journalism. Bloomsbury India.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

# Major 4.4: Digital Media Journalism

**Course objectives:**

1. To introduce students to the principles, platforms and practices of digital journalism.
2. To examine the transformation of traditional journalism in the age of the internet and mobile technologies.
3. To develop skills in writing, editing, publishing and promoting content on digital platforms.
4. 4.To explore the ethical, legal and social implications of digital media practices.
5. 5.To encourage critical understanding of trends such as citizen journalism, social media and multimedia storytelling.

**Learning outcomes:**

After the completion of the course, the students will:

1. Understand the structure and nature of digital media ecosystems.
2. Create, edit and publish journalistic content across digital platforms.
3. Analyze the influence of social media and technology on news consumption.
4. Apply ethical and legal considerations in digital reporting.
5. Identify challenges and opportunities in the future of journalism in the digital age.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.4 | Digital Media Journalism | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Digital Journalism. Credit- 1**

- Evolution from print to digital; definitions, scope and characteristics of online journalism.

**Unit II Digital News Platforms and Formats. Credit- 1**

- Websites, blogs, podcasts, e-papers, mobile news apps and video platforms.

**Unit III Writing and Editing for the Web. Credit 1**

- Techniques for digital storytelling, SEO, hyperlinks, headlines and interactive media.

**Unit IV Social Media and Citizen Journalism with the Legal, Ethical and Practical Challenges. Credit 1**

- Twitter, Facebook, Instagram, YouTube; role of users in breaking and sharing news. Fake news, trolling, copyright issues, privacy, monetization and media convergence.

**Essential/Recommended Readings/Texts:**

1. Pavlik, J. V. (2001). Journalism and new media. Columbia University Press.
2. Singh, U. R. (2010). Writing for the media. Oxford University Press.
3. Franklin, B. (Ed.). (2014). The future of journalism: In an age of digital media and economic uncertainty. Routledge.
4. Bradshaw, P., & Rohumaa, L. (2017). The online journalism handbook: Skills to survive and thrive in the digital age (2nd ed.). Routledge.
5. Chatterjee, P. (2021). Digital media and journalism in India. MediaNext Publishers.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

# SEMESTER – 8

## Major 4.5: Brand Building, Corporate Communication and the Media Journalism

**Course objectives:**

1. To understand the strategic integration of brand narrative, corporate communication and media relations for effective brand building.
2. To analyze various approaches to media engagement specifically aimed at building and managing corporate reputation.
3. To apply journalistic principles of ethical storytelling and transparency to foster brand trust and credibility.
4. To navigate the complexities of corporate communication within the dynamic landscape of digital journalism and social media.
5. To critically evaluate the symbiotic relationship between corporate communication, brand management and the principles of media journalism.

**Learning outcomes:**

After the completion of the course, the students will:

1. Integrate brand narratives with corporate communication strategies.
2. Apply media engagement tools for reputation management.
3. Use ethical storytelling to build trust and brand authenticity.
4. Navigate digital platforms in corporate media relations.
5. Evaluate journalism's role in responsible brand communication.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.5 | Brand Building, Corporate Communication and the Media Journalism | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Strategic Brand Narrative.** **Credit- 1**

- Corporate Communication and Media Relations, Their Integration, Direct Impacts.

**Unit II Media Engagement for Brand Building.** **Credit- 1**

- Concept and Importance of Brand, Ways and Means for Brand Building, Reputation Management.

**Unit III Ethical Storytelling and Transparency.** **Credit 1**

- Building Brand Trust Through Journalism Principles.

**Unit IV Navigating the Media Landscape.** **Credit 1**

- Corporate Communication in the Age of Digital Journalism and Social Media.

**Essential/Recommended Readings/Texts:**


1. Ries, A., & Ries, L. (2000). The 22 immutable laws of branding. Profile Books.
2. Bull, A. (2013). Brand journalism. Routledge.
3. Narula, U. (2019). Development communication: Theory and practice (Rev. ed.). Har-Anand Publications.
4. Flew, T. (2020). Understanding global media. Bloomsbury Publishing.
5. Sapna, M. S. (2020). Corporate communication: Trends and features. Notion Press.
6. Kumar, K., & Choudhary, B. L. (2023). A primer of Indian communication thought. New Delhi Publisher.
7. Lund, A. K., & Refshauge, M. Mastering corporate communication. Springer.
8. Smith, A. The language of journalism. Bloomsbury India.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

# Major 4.6: Career Pathways in Media Journalism and Different Fields Related to Communication

**Course objectives:**

1. To identify and articulate the core skills essential for contemporary journalism across various evolving media platforms.
2. To explore diverse career opportunities beyond traditional newsrooms, including roles in Public Relations, Advertising and Media Branding.
3. To understand the scope of media research and consultancy, recognizing analytical roles within the communication industry.
4. To investigate specialized areas of journalism and emerging media roles, adapting to technological advancements and evolving audience demands.
5. To develop a comprehensive understanding of career trajectories within the broader communication landscape, enabling informed professional choices.

**Learning outcomes:**

After the completion of the course, the students will:

1. Master core journalism skills for evolving media platforms.
2. Explore careers in PR, advertising and media branding.
3. Understand roles in media research and consultancy.
4. Investigate specialized journalism and new media roles.
5. Plan career trajectories in the broad communication industry.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.6 | Career Pathways in Media Journalism and Different Fields Related to Communication | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Core Journalism Skills and Evolving Media Platforms.** **Credit- 1**

- Foundational Journalism Competencies, Adaptation Formula to Changing Digital Media Environments.

**Unit II Venturing Beyond the Newsroom.** **Credit- 1**

- Careers in Public Relations, Advertising and Media Branding.

**Unit III The Analytical Lens Opportunities in Media Research and Consultancy.**
**Credit 1**

- Meaning and Importance of Media Analysis, Role of Media Analysis, Audience Research, Consultancy within the Communication Industry.

**Unit IV Specialized Journalism and Emerging Media Roles. Credit 1**

- Emerging Reporting Areas, New Professional Opportunities in the Evolving Media Ecosystem.

**Essential/Recommended Readings/Texts:**

1. Keller, T. (2016). Television news: A handbook for reporting, writing, shooting, editing and producing.
2. Narula, U. (2019). Development communication: Theory and practice (Rev. ed.). Har-Anand Publications.
3. Flew, T. (2020). Understanding global media. Bloomsbury Publishing PLC.
4. Sapna, M. S. (2020). Corporate communication: Trends and features. Notion Press.
5. Smith, A. The language of journalism. Bloomsbury India.
6. Kumar, K., & Choudhary, B. L. (2023). A primer of Indian communication thought. New Delhi Publisher.
7. Rajnish, D. (2023). Emergence of investigative journalism. Sumit Enterprises.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Major 4.7: Process of Information Generation in Ancient Indian Landscape

**Course objectives:**

1. To introduce media parlance reflected in Vedic, Vedanga, Upanishadic and Classical texts.
2. To explore ethical and communicative frameworks from ancient Indian traditions.
3. To understand ancient norms around speech, censorship and truth in India.
4. To trace the continuity and divergence of the earlier practices in modern contexts.
5. To promote awareness of Indian intellectual traditions in media ethics.

**Learning outcomes:**

After the completion of the course, the students will:

1. Describe media-related principles from Vedic to Classical periods.
2. Interpret ancient texts for ethical guidelines relevant to journalism.
3. Compare ancient Indian media norms with modern legal frameworks.
4. Analyze philosophical and societal bases of ancient communication laws.
5. Apply insights from ancient media laws to contemporary ethical debates.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.7 | Process of Information Generation in Ancient Indian Landscape | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Ways and Means of Information Generation in the Vedic Period (Samhita to Aranyaka) Credit- 1**

- Foundational Concepts of Communication, Truth and Ethical Practices Related to Information Generation in the Vedic Era, Concept of Rishis, Devatas, Purohitas, Samvadasuktas, Mass Communication Strategies Reflected in the Hymns.

**Unit II Process of Information Generation in Upanisadic Period. Credit- 1**

- Philosophical Discourses, Knowledge Sharing and Communicative Responsibility Specially in the Guru Shishya Parampara Reflected in the Upaniṣads.

**Unit III Landscape of Information Transmission in the Vedanga Period. Credit 1**

- Regulatory and Communicative Principles found in the Shiksha, Vyakarana and Nirukta.

**Unit IV Dharmashastras as the Sources of Mass Communication. Credit 1**

- A General Introduction to the Manusamhita on the basis of the Norms of Formal Codifications Regarding Public Discourse and Societal Communication Process.

**Essential/Recommended Readings/Texts:**


1. The Vedas, Upaniṣads, Vedāṅgas and Manusmṛti.
2. Various editions and translations. (प्राचीन वैदिक–स्मृति साहित्य)
3. Kane, P. V. (1962–1975). History of Dharmaśāstra (Vols. 1–5). Bhandarkar Oriental Research Institute.
4. Rao, S. K. R. (1990). Vedic ethics and society. Indian Books Centre.
5. Media norms in classical texts. (2000). Annals of the Bhandarkar Oriental Research Institute, 81, 1–20.
6. Kapoor, K. (2002). Communication in ancient India. D. K. Printworld.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Major 4.8: Cultural Journalism: Preserving Heritage through Media

**Course objectives:**

1. To introduce the concept and scope of cultural journalism.
2. To explore the role of media in documenting, promoting and preserving India's cultural heritage.
3. To train students to report on art, literature, traditions, festivals and intangible heritage.
4. To emphasize the need for culturally sensitive reporting in regional and Sanskrit journalism.
5. To study the intersection of media, culture and identity in both historical and digital contexts.

**Learning outcomes:**

After the completion of the course, the students will:

1. Understand the purpose and ethical considerations of cultural journalism.
2. Research and report on traditional practices, cultural events and heritage sites.
3. Critically analyze how mainstream and digital media portray culture.
4. Develop journalistic content that promotes cultural diversity and linguistic heritage.
5. Use multimedia tools to create engaging content on cultural topics.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.8 | Cultural Journalism: Preserving Heritage through Media | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Cultural Journalism and Its Scope. Credit- 1**

- Definition, evolution and significance of cultural journalism; types of cultural media content across print, broadcast and digital platforms.

**Unit II Reporting on Arts, Literature and Heritage. Credit- 1**

- Coverage of classical and folk traditions, visual and performing arts, theatre, festivals and literary journalism; highlighting national and regional cultural elements.

**Unit III Media, Intangible Heritage and Language Journalism. Credit 1**

- Media's role in documenting and portraying oral traditions, rituals, crafts, indigenous knowledge systems; importance of Sanskrit, regional and tribal language journalism in cultural sustainability.

**Unit IV Challenges and Ethics in Cultural Journalism. Credit 1**

- Ethical issues in cultural representation; commercialization and cultural appropriation; sensitivity in reporting diverse traditions; impact of digital platforms and social media.

**Essential/Recommended Readings/Texts:**

1. Mankekar, P. (1999). Screening culture, viewing politics: An ethnography of television, womanhood and nation in postcolonial India. Duke University Press.
2. Pandey, M. (2002). Hindi patrakāritā kā itihās. Rajkamal Prakashan.
3. Bhanot, S. R. (2010). Cultural journalism. National Book Trust.
4. Udupa, S. (2015). Making news in global India: Media, publics, politics. Cambridge University Press.

# SECOND YEAR: MINOR PAPERS

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

## Minor 2.A.1: Media Journalism and the Society

**Course objectives:**

1. To familiarize students with the concept of media and journalism.
2. To analyze the communicative functions necessary for the society.
3. To appreciate the role of media journalism for societal concerns.
4. To inculcate the habit of being concern towards the happenings in the surroundings.
5. To inspire ethical communication model in the society.

**Learning outcomes:**

After the completion of the course, the students will:

1. Identify important effects of media in the society
2. Discuss the history of journalism worldwide
3. Evaluate the positive impacts of good journalism
4. Assess the developing communicative strategies and roles coming up in the society
5. Reflect on societal progress through media journalism.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 2.A.1 | Media Journalism and the Society | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Media Journalism. Credit- 1**

- Definition and Meaning of Media, Basic Concept of Journalism, Connection between media and Journalism.

**Unit II Media Ethics and the Characteristics of a Good Journalist. Credit- 1**

- Ethical values to be followed by Media, Right to Privacy, Judicial Verdicts, Maintenance of Confidentialities, Rules to be followed by a journalist.

**Unit III Media Management and Organization. Credit 1**

- Ownership pattern and Revenue Model, Broadcasting Content Complaints Council (BCCC), Press Council of India (PCI), Ministry of Information and Broadcasting (I& B)

**Unit IV Role of Media in the society to bring Sustainable Progress. Credit 1**

- The Concept of Society, Societal Values, Balancing between Governance and Common Mass, Freedom of Press.

**Essential/Recommended Readings/Texts:**


1. Vishnu Purāṇa. (1864). The Vishnu Purāṇa: A system of Hindu mythology and tradition (H. H. Wilson, Trans.). Trübner & Co.
2. Devī Bhāgavata Purāṇa. (1921). The Devī Bhāgavata Purāṇa (Swami Vijñānānanda, Trans.; 3rd ed.). Panini Office.
3. Mody, B. (2003). Communication and social development in India. Sage Publications.
4. Bhāgavata Purāṇa. (2004). The Bhāgavata Purāṇa (E. F. Bryant, Trans. & Ed.). Penguin Classics.
5. Bhāsa. (2000). The vision of Vāsavadattā and other plays (A. S. Gopalan, Trans.). Rashtriya Sanskrit Sansthan.
6. McQuail, D. (2010). McQuail's mass communication theory (6th ed.). Sage Publications.
7. Chawla, A. S. (2011). Introduction to mass communication. Pearson Publication.
8. Kumar, K. J. (2015). Mass communication in India. Jaico Publishing House.
9. Kubitschko, S., & Kaun, A. (Eds.). (2016). Innovative methods in media and communication research. Palgrave Macmillan.
10. Mishra, S. K. (2018). Media management. Gyan Geeta Prakashan.
11. Aggarwal, V. B. (2019). Handbook of mass communication and journalism. Concept Publishing Company.
12. Kulkarni, S. N. (2020). Press & media law. Asia Law House.
13. Chatterjee, I. (2024). Media law and ethics. Satyam Law International.
14. Ahuja, B. N. Press laws and media ethics. Surjeet Publications.

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

# Minor 2.A.2: Core Issues of News Journalism

**Course objectives:**

1. To understand the fundamentals of creating diverse journalistic content.
2. To identify and articulate various roles and responsibilities within a media organization.
3. To explore specialized areas of journalistic reporting.
4. To analyze the evolving landscape of journalism.
5. To develop foundational skills for practical journalistic work.

**Learning outcomes:**

After the completion of the course, the students will:

1. Understand the creation of various journalistic content types.
2. Identify roles and responsibilities of media organizations.
3. Analyze specialized journalistic beats and practices.
4. Apply digital and visual storytelling techniques.
5. Adapt to emerging trends and demands in journalism.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 2.A.2 | Core Issues of News Journalism | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Understanding Media Content.** **Credit- 1**

- An Introduction for Creators, Key Points, Method of Sensitization, Dos and Don'ts.

**Unit II Introduction to different roles and responsibilities in Media Journalism.** **Credit- 1**

- Respective Roles of Reporter, Editor, Reader, Interviewer.

**Unit III Specialized fields: Covering diverse beats in Journalism.** **Credit 1**

- Fields of Politics, Sports, Education, Society Management.

**Unit IV The Evolving Landscape of Journalism.** **Credit 1**

- Digital, Visual, Storytelling, Interviews, Experience Sharing.

**Essential/Recommended Readings/Texts:**

1. Sarma, S., & Malhotra, V. (2013). Television programme production. V&S Publishers.
2. Chow, A. (2015). Social media 247. Candid Creation Publishing.
3. McMahon, C. (2019). The psychology of social media. Routledge.

4. Alexander, R., & Stewart, P. (2021). Broadcast journalism: Techniques of radio and television news. Routledge.
5. Rathore, B. (2024). Strategic media planning and buying: Integration of traditional and

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

## Minor 2.A.3: Mass Media: Print, Electronic and Emerging Media

**Course objectives:**

1. To trace the historical evolution of mass media.
2. To apply foundational media relations tools.
3. To analyze the distinct characteristics and content formats of various media types.
4. To evaluate the transformative impact of digital and social media.
5. To assess the current media landscape.

**Learning outcomes:**

After the completion of the course, the students will:

1. Trace historical development of print, electronic and digital media.
2. Apply media writing techniques like press releases and press meets.
3. Understand the evolution and influence of print and broadcast journalism.
4. Analyze content creation for digital and social media.
5. Evaluate media convergence and the implications of new media.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 2.A.3 | Mass Media: Print, Electronic and Emerging Media | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Basics of Media Connect and Writings.** **Credit- 1**

- Press Release, Press Meet, Meet the Press.

**Unit II History and Development of Print Media.** **Credit- 1**

- Early forms of Mass Communication, Sabha and Samitis, Performing Arts.

**Unit III Introduction to Electronic Media.** **Credit 1**

- Media content in Radio and Television.

**Unit IV Digital Age and the Social Media.** **Credit 1**

- History and Development of Social Media, The Interactive Mass Media and the Media Content.

**Essential/Recommended Readings/Texts:**

1. Mody, B. (2003). Communication and social development in India. Sage Publications.
2. McQuail, D. (2010). McQuail's mass communication theory (6th ed.). Sage Publications.

3. Chawla, A. S. (2011). Introduction to mass communication. Pearson Publication.
4. Kumar, K. J. (2015). Mass communication in India. Jaico Publishing House.
5. Chow, A. (2015). Social media 247. Candid Creation Publishing.
6. Kubitschko, S., & Kaun, A. (Eds.). (2016). Innovative methods in media and communication research. Palgrave Macmillan.
7. Aggarwal, V. B. (2019). Handbook of mass communication and journalism. Concept Publishing Company.
8. McMahon, C. (2019). The psychology of social media. Routledge.

# THIRD YEAR: MINOR PAPERS

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

# Minor 3.A.1: The Interdisciplinary Aspects of Media Journalism

**Course objectives:**

1. To recognize the interdisciplinary foundations of media journalism.
2. To analyze the construction and reception of news narratives.
3. To explore diverse career pathways in modern journalism.
4. To articulate the intrinsic connections between communication studies, media journalism and media research.
5. To develop a holistic understanding of journalism.

**Learning outcomes:**

After the completion of the course, the students will:

1. Understand the interdisciplinary roots of journalism from social sciences.
2. Analyze how audiences interpret media through societal lenses.
3. Explore evolving career options in journalism.
4. Understand research's role in media studies and journalism.
5. Develop holistic insights into media's academic and practical dimensions.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.1 | The Interdisciplinary Aspects of Media Journalism | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Interdisciplinary Features of Media Journalism. Credit- 1**

- Understanding Media Journalism's Foundations, Aims and Objectives, Societal Requirements, Prominent Interrelated Disciplines.

**Unit II News and Media Narratives. Credit- 1**

- Understanding Audience in Societal Lenses, Needs and Issues, discipline Specific Addresses.

**Unit III Career Pathways in Modern Journalism. Credit 1**

- Areas, Requisite Qualifications, Importance.

**Unit IV Interdisciplinary link of the Communication Studies. Credit 1**

- Media Journalism and the Media Research, Important Domains, Social Needs and Priorities.

**Essential/Recommended Readings/Texts:**


1. Sarma, S., & Malhotra, V. (2013). Television programme production. V&S Publishers.
2. Chow, A. (2015). Social media 247. Candid Creation Publishing.
3. McMahon, C. (2019). The psychology of social media. Routledge.
4. Alexander, R., & Stewart, P. (2021). Broadcast journalism: Techniques of radio and television news. Routledge.
5. Dalal, M. (2023). Modern communication with social media. BPB Publication.
6. Kumar, D. (2023). Advertising and public relation. DPS Publishing House.
7. Rathore, B. (2024). Strategic media planning and buying: Integration of traditional and digital media (South Asia ed.). Routledge India Original.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Minor 3.A.2: Journalistic Writing and Editing in Sanskrit

**Course objectives:**

1. To introduce students to the fundamentals of journalistic writing in Sanskrit.
2. To develop an understanding of style, structure and vocabulary suited to news writing in Sanskrit.
3. To impart basic editorial skills such as headline writing, copy editing and proofreading in Sanskrit.
4. To provide exposure to various formats of journalistic content like news reports, editorials and features.
5. To encourage students to write and edit short journalistic pieces in Sanskrit for practical application.

**Learning outcomes:**

After the completion of the course, the students will:

1. Demonstrate familiarity with key journalistic terms and structures in Sanskrit.
2. Composed clear, concise and accurate news reports and feature articles in Sanskrit.
3. Apply basic editing and proofreading techniques to Sanskrit journalistic texts.
4. Translate news items from regional languages/English into Sanskrit with journalistic appropriateness.
5. Contribute short pieces suitable for Sanskrit newsletters, online platforms, or academic bulletins.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.2 | Journalistic Writing and Editing in Sanskrit | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Background of Sanskrit Journalism.** **Credit- 1**

- Historical background and evolution of journalism in Sanskrit.
- Characteristics of journalistic language vs. classical/literary Sanskrit.
- Types of journalistic writing: News, features, editorial, interview.
- Structure of a news report (headline, lead, body, conclusion).
- Use of tenses, voice and sentence structure suited for journalistic writing.

**Unit II Editing and Translation in Sanskrit Journalism.** **Credit- 1**

- Principles of editing: Clarity, accuracy, brevity and readability.
- Techniques of headline writing and subheading formulation.

- Editing for grammar, syntax and factual accuracy.
- Translation practices: Translating news content from English/regional languages into Sanskrit.
- Proofreading symbols and editorial markings.

**Unit III Influence of Epics and Puranas on storytelling and Media Narratives. Credit 1**

- The Use of Symbolism and Allegory.

**Unit IV Development of Media Journalism in India. Credit 1**

- Post- Epic/Puranic periods.

**Practical Exercises (to be conducted in class and/or as assignments)**

- Writing short news reports in Sanskrit (200–250 words).
- Translating a simple news article from Local language/Hindi/English into Sanskrit.
- Writing headlines for a set of sample news items.
- Editing a paragraph of journalistic Sanskrit with grammatical or structural errors.
- Composing a short editorial or opinion column in simple Sanskrit on a current issue.
- Peer review of students' journalistic write-ups using basic editing tools.

**Essential/Recommended Readings/Texts:**

1. Shukla, H. (1969). A century of Sanskrit journalism. Alok Prakashan.
2. Comer, J. (1981). Communication studies. Longman.
3. Pandey, V. (2010). Patrakāritā ke siddhānta (Translated into Sanskrit). Bharatiya Vidya Sansthan.
4. Pandey, R. K. (2012). Saṃskṛta patrakāritā ke mūl tattva. Chaukhambha Surbharati.
5. Goswami, R. (2015). Saṃskṛta patrakāritā kā itihāsa. Motilal Banarsidass.
6. Sagar, B. History of Sanskrit journalism.
7. Watson, J. Dictionary of communication and media studies.
8. Selected articles from Sambhāṣaṇa Sandeśa and Ārṣa Vidyā magazines. (n.d.).
9. Sample news items from Sanskrit portals such as Sanskritnews.in and Samskrita Bharati Patrika.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

# Minor 3.A.3: Introduction to Sanskrit Journalism

**Course objectives:**

1. To introduce students to the evolution and significance of Sanskrit journalism in India.
2. To develop basic skills in news writing, reporting and editing in Sanskrit.
3. To familiarize students with key terms, styles and formats used in Sanskrit journalism.
4. To highlight the ethical, cultural and educational roles of journalism in Sanskrit.

**Learning outcomes:**

After the completion of the course, the students will:

1. Demonstrate knowledge of the history and development of Sanskrit journalism.
2. Apply journalistic principles to create basic news content in Sanskrit.
3. Translate and adapt contemporary news into Sanskrit using appropriate linguistic styles.
4. Engage with traditional and digital platforms for Sanskrit journalistic expression.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.3 | Introduction to Sanskrit Journalism | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Origin and Development of Sanskrit Journalism. Credit- 1**

- Traces the historical evolution and early milestones of journalism in the Sanskrit language.

**Unit II Pioneers and Publications in Sanskrit Journalism. Credit- 1**

- Introduces key figures and notable Sanskrit newspapers and journals that shaped the field.

**Unit III Language and Style in Sanskrit Journalism. Credit 1**

- Explores the unique linguistic features, writing style and vocabulary used in Sanskrit journalistic writing.

**Unit IV Role and Relevance of Sanskrit Journalism Today. Credit 1**

- Analyzes the contemporary significance and contributions of Sanskrit journalism in preserving culture and tradition.

**Essential/Recommended Readings/Texts:**

1. Shukla, H. (1969). A century of Sanskrit journalism. Alok Prakashan.

2. Mishra, R. G. (2002). Saṃskṛta patrakāritā kā itihāsa (Sanskrit patrakarita ka itihas). Hindi Book Centre.
3. Shrivastava, K. M. (2005). Media ethics: Veda to Gandhi and beyond. Publications Division, Ministry of Information and Broadcasting, Government of India.
4. Sharma, R. C. (2005). Śuddha-saṃskṛta-sañcāraḥ (Shuddha-Sanskrita-Sancharah). Sampurnanand Sanskrit University.
5. Shukla, D. N. (2010). Sanskrit journalism: Tradition and modernity. Bharatiya Vidya Prakashan.
6. Malhotra, R. (2016). The battle for Sanskrit: Is Sanskrit political or sacred, oppressive or liberating, dead or alive? HarperCollins India.
7. Majhi, S. (2021). Sanskrit composition and communication. Uddalak Publishing House.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Minor 3.A.4: Traditional Narratives and Modern Storytelling

**Course objectives:**

1. To introduce students to the foundations of traditional storytelling, including myths, folktales and oral narratives.
2. To examine the evolution of storytelling techniques across time and media.
3. To enhance students' analytical skills in comparing narrative structures from different cultures and eras.
4. To equip students with creative tools for crafting stories using modern storytelling platforms and technologies.

**Learning outcomes:**

After the completion of the course, the students will:

1. Identify and explain key elements of traditional narratives from diverse cultures.
2. Analyze the transformation of traditional stories into modern formats (e.g., novels, films, graphic novels).
3. Create original narratives utilizing both traditional and contemporary storytelling techniques.
4. Demonstrate an understanding of narrative theory and its application in digital and transmedia storytelling.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.4 | Traditional Narratives and Modern Storytelling | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Renowned Narrators and Storyteller of the Vedic Period. Credit- 1**

- Renowned Sages, Acharyas and Devotees as Communicators of Knowledge and Messages in the Rigveda, Yajurveda, Atharvaveda and Kalpasutras.

**Unit II Renowned Narrators and Story Tellers of the Puranic Period. Credit- 1**

- Prominent Puranic Characters and Divine Emissaries Reflected as Carrier of Information.

**Unit III Renowned Narrators and Story Tellers of Epic Period. Credit 1**

- Characters of Valmiki, Vyasa, Hanuman, Sanjaya and others as Narrative Messengers in the Rāmāyaṇa and the Mahābhārata.

**Unit IV Modern Trends in Story Telling.** **Credit 1**

- Modern Ways of Story Telling, Stories through Letter Reading, Story Telling Through Performing Arts.

**Essential/Recommended Readings/Texts:**


1. Jacobi, H. (1895). Kalpasūtra (Trans.). Oxford University Press.
2. Puri, B. N. (1963). India in classical Greek writings. Munshiram Manoharlal.
3. Lal, P. (1970). The role of dūtas in the Mahābhārata. Writers Workshop.
4. Hazra, R. C. (1975). Studies in the Purāṇic records on Hindu rites and customs. Motilal Banarsidass.
5. van Buitenen, J. A. B. (Trans.). (1973–1978). The Mahābhārata (Vols. 1–3). University of Chicago Press.
6. Shamasastry, R. (Trans.). (1999). The Arthaśāstra of Kauṭilya. Penguin Books.
7. Devi Chand (Ed. & Trans.). (2005). Yajurveda. Munshiram Manoharlal.
8. Pollock, S. (Trans.). (2007). The Rāmāyaṇa. Harvard University Press.
9. Bloomfield, M. (Trans.). (2009). Atharvaveda. Harvard University Press.
10. Griffith, R. T. H. (Trans.). (2010). Ṛgveda. Motilal Banarsidass.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

# Minor 3.A.5: Basics of Sanskrit Media and Journalism

**Course objectives:**

1. To introduce students to the foundational principles and practices of journalism using Sanskrit as a medium.
2. To develop basic journalistic writing, reporting and editing skills in Sanskrit.
3. To familiarize students with various forms of media and their expressions through the Sanskrit language.
4. To enhance language proficiency in formal and media-oriented Sanskrit communication.
5. To encourage appreciation and adaptation of Sanskrit in modern media platforms like print, radio, television and digital media.

**Learning outcomes:**

After the completion of the course, the students will:

1. Demonstrate an understanding of basic concepts and types of journalism.
2. Compose short news articles and reports in simple and standard Sanskrit.
3. Translate contemporary media content into Sanskrit with clarity and appropriateness.
4. Understand the usage of Sanskrit in radio, television and digital news formats.
5. Apply elementary editing and proofing skills for media content written in Sanskrit.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.5 | Basics of Sanskrit Media and Journalism | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Media and Journalism in Sanskrit (Theory-based Unit).**
**Credit- 1**

- Definitions and principles of journalism.
- A brief history of journalism in India with reference to Sanskrit publications.
- Types of media: print, electronic, digital – an overview.
- Key journalistic forms: news, editorial, report, feature and interview.
- Ethics in journalism and relevance in Sanskrit media writing.

**Unit II Applied Sanskrit for Media (Practice-based Unit).** **Credit- 1**

- Use of simple and functional Sanskrit in media communication.
- Sentence structures and vocabulary for news and reporting.
- Translation of short news items from English/vernacular languages into Sanskrit.

- Writing short news reports, press releases, headlines and scripts for audio/video media.
- Overview of digital tools and typing in Sanskrit (Unicode, Baraha, Google Input, etc.)

**Unit III Sanskrit Communication as a tool of Indian Value System. Credit 1**

- Sanskrit News Showing Indian Tradition and Culture.
- Regular Utterance of Sanskrit Subhashitas to Insinuate Value System.
- Sanskrit Documentaries on Freedom Fighters.
- Techniques of anchoring and script delivery in classical diction.

**Unit IV Use of Sanskrit in Digital and social media for sensitizing on Indigenous Knowledge System. Credit 1**

- Blogging, podcasting and video Recording on Indigenous Tradition and Culture of India.
- Sanskrit News and Report as a Tool of Social Unity.
- Translation and subtitling practices for Sanskrit content For Reviving ther Age Old Treasures of India.

**Practical Exercises:**

- News Writing Practice: Write 3–4 sample news reports in Sanskrit (100–150 words each).
- Translation Exercise: Translate 3 simple news pieces from English or regional language into Sanskrit.
- Headline Practice: Write 10 different headlines in Sanskrit on current events.
- Interview Simulation: Prepare and enact a simple interview in Sanskrit between a journalist and a notable figure (script-based).
- Digital Sanskrit Media: Practice typing in Unicode Sanskrit and prepare a layout for an e-news bulletin or a blog post.

**Essential/Recommended Readings/Texts:**

1. Chatterji, P. C. (1990). Journalism and mass communication (Selected chapters on basics of journalism).
2. Kapur, M. (2006). Effective public speaking. Macmillan India.
3. Srivastava, K. M. (2007). News anchoring techniques. Sterling Publishers.
4. Mehrabian, A. (2007). Nonverbal communication. Aldine Transaction.
5. Bhate, S. (2009). Sanskrit and the modern world. Samskrita Bharati.
6. Sharma, R. C. (2009). Patrakāritā vimarśaḥ. Sampurnanand Sanskrit University.
7. Shastri, Gaurinath. Patrakāritā evaṃ saṃvāda kalā (in Sanskrit).
8. Sambhāṣaṇa Sandeśa. Monthly Sanskrit magazine, Samskrita Bharati.
9. Sudarma. Daily Sanskrit newspaper. Selected articles for reference and analysis.
10. Samskrita Bharati. Sambhāṣaṇa saṅskṛtam. Various editions.
11. Samskrita Bharati. Sanskrit for communication series (Books 1–3).
12. Selected AIR & DD Sanskrit news broadcasts. Transcripts and recordings.
13. Online tools for Sanskrit communication: Google Input Tools (Sanskrit), Sanskrit WordNet (IIT Bombay) and Baraha typing software.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

# Minor 3.A.6: Fundamental Concepts of Sanskrit and Media Communication

**Course objectives:**

1. To introduce students to the fundamentals of media communication using Sanskrit as a medium.
2. To familiarize students with basic Sanskrit vocabulary and expressions related to modern communication contexts.
3. To develop reading, writing and speaking skills in Sanskrit applicable to contemporary media platforms.
4. To cultivate an understanding of traditional and modern use of Sanskrit in journalism, radio and digital media.
5. To encourage the use of Sanskrit in practical and professional communication contexts through exercises and activities.

**Learning outcomes:**

After the completion of the course, the students will:

1. Understand and explain basic concepts of media and communication in Sanskrit.
2. Employ Sanskrit vocabulary related to news, interviews and reports.
3. Draft simple media content, such as news headlines, interviews and dialogues, in Sanskrit.
4. Engage in basic spoken Sanskrit communication for media purposes (e.g., radio announcements, interviews).
5. Appreciate the role of Sanskrit in both historical and contemporary media landscapes.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.6 | Fundamental Concepts of Sanskrit and Media Communication | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Key Issues of Sanskrit and Media Communication (Theory) Credit- 1**

- Introduction to Media and Communication: Concepts and Definitions.
- History of Sanskrit as a medium of communication in traditional India.
- Sanskrit as a communicative language in modern times.
- Basic media terminology in Sanskrit.
- Structure of a simple news report and headline writing in Sanskrit.
- Sanskrit in All India Radio (AIR) and Doordarshan: Examples and Analysis.

**Unit II Applied Sanskrit for Media Use (Practice-based) Credit- 1**

1. Translation of simple news reports from English/Hindi to Sanskrit.
2. Conversational Sanskrit for media (interviews, announcements, discussions)
3. Writing brief news items, headlines, weather reports and event notices in Sanskrit
4. Reading and listening comprehension: Samples from Sanskrit news bulletins.
5. Role-play: Mock interviews and panel discussions in Sanskrit.

**Unit III Language Skills for Journalistic. Credit 1**

- Use of common journalistic expressions and idioms in Sanskrit.
- Headline formation techniques:
- Building a working vocabulary:
- Rewriting news headlines and reports.
- Reading aloud and pronunciation drills.
- Listening comprehension.

**Unit IV Practical Application and Journalistic Writing. Credit 1**

- Writing headlines and subheadings in Sanskrit.
- Drafting short news items, press releases and event summaries.
- Translating basic news reports between Sanskrit and regional/English languages.
- Simulated interviews: question framing and reporting in Sanskrit.
- Reporting speeches: indirect and direct speech representation in Sanskrit.

**Practical Exercises**

- Translation Practice: Translate 5 short news items from English/Hindi into Sanskrit.
- News Writing: Compose 3 short news reports and 5 headlines in Sanskrit on given topics.
- Audio-Visual Practice: Watch/listen to selected Sanskrit news broadcasts and write summaries.
- Speaking Exercises:
- Record a 2-minute Sanskrit radio announcement.
- Participate in a group discussion on a current topic using simple Sanskrit.
- Role-play interview: One student as journalist, another as expert/public figure.
- Vocabulary Drill: Prepare a glossary of 100 commonly used media terms in Sanskrit with English/Hindi equivalents.

**Essential/Recommended Readings/Texts:**

1. Apte, V. S. (1965). The Practical Sanskrit-English Dictionary. Motilal Banarsidass.
2. Deshpande, Madhav. (1992). Sanskrit and Prakrit: Sociolinguistic Issues. Motilal Banarsidass.
3. Kale, M. R. (2003). A Higher Sanskrit Grammar. Motilal Banarsidass.
4. Nagendra Nath Vasu. (2014). Introduction to Journalism in Sanskrit (Reprint). Chaukhamba.
5. Chaturvedi, M. (2015). Sanskrit Sampreṣaṇ (संस्कृत संप्रेषण). Delhi Sanskrit Academy.

6. Kashyap, D. P. (2018). Sanskrit Vārtāpatram – Patralekhanam ca. Ramlal Kapoor Trust.
7. Chandrachud, B. (Ed.). (2020). Sanskrit Patrakarita (सांस्कृतिक पत्रकारिता). Rashtriya Sanskrit Sansthan.
8. AIR Sanskrit News (Online).
9. Doordarshan Sanskrit Programming (Archived content).
10. Selected resources from All India Radio Sanskrit News transcripts and Doordarshan Sanskrit bulletins.
11. Sambhāṣaṇa Sandēśa (Monthly Sanskrit Magazine, Samskrita Bharati) – Selected issues.
12. Selected issues of Sanskrit Vāṇī and Vāgārtham journals.
13. Samskrita Bharati publications on spoken and practical Sanskrit: Sambhāṣaṇam, Suvākhyāni, etc.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

# Minor 3.A.7: Media ethics

**Course objectives:**

1. To introduce students to the ethical foundations and moral responsibilities of media professionals.
2. To analyze ethical dilemmas and challenges in print, broadcast and digital journalism.
3. To familiarize students with major codes of conduct, press councils and regulatory frameworks.
4. To encourage critical thinking on media's role in democracy and society from a moral and cultural perspective.
5. To promote responsible media practices anchored in both classical Indian and modern ethical thought.

**Learning outcomes:**

After the completion of the course, the students will:

1. Identify and explain key principles and theories of media ethics.
2. Evaluate ethical issues in real-life media scenarios using case studies.
3. Demonstrate awareness of legal regulations and professional standards.
4. Compare Indian and global ethical frameworks and their application in journalism.
5. Develop ethical judgment while producing content across media platforms.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.7 | Media ethics | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Media Ethics.** **Credit- 1**

- Definition, scope and need for ethics in journalism and mass communication.

**Unit II Ethical Theories and Approaches.** **Credit- 1**

- Overview of deontology, consequentialism, virtue ethics and Indian ethical thought (e.g., Dharma, Satya, Ahimsa)

**Unit III Media Codes and Guidelines.** **Credit 1**

- Press Council of India norms, code of conduct for journalists and broadcasting standards.

**Unit IV Contemporary Ethical Issues and Case Studies in Media Ethics. Credit 1**

- Fake news, paid news, sensationalism, privacy vs. public interest, TRP-driven content and clickbait culture. Indian and international case studies involving ethical lapses and best practices.

**Essential/Recommended Readings/Texts:**


1. Bhatt, S. C. (2001). Indian Press Since 1955. New Delhi: Publications Division.
2. Ward, Stephen J. A. (2004). The Invention of Journalism Ethics: The Path to Objectivity and Beyond. Montreal: McGill-Queen's University Press.
3. Ninan, Sevanti. (2007). Headlines from the Heartland: Reinventing the Hindi Public Sphere. New Delhi: Sage Publications.
4. Rao, Shakuntala. (2009). Media Ethics: Readings on Critical Thinking and Professional Practice. New Delhi: Oxford University Press.
5. Chatterjee, Pankaj. (2015). Journalism Ethics and Regulations. Kolkata: Sucharita Publications.
6. Christians, Clifford G., et al. (2016). Media Ethics: Cases and Moral Reasoning (10th ed.). New York: Routledge.
7. Press Council of India. (2020). Norms of Journalistic Conduct. New Delhi: Press Council of India. (Online Resource)

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

# Minor 3.A.8: Sanskrit as a Medium Of communication

**Course objectives:**

1. To introduce students to the communicative potential of Sanskrit as a spoken and written language.
2. To explore the historical and contemporary uses of Sanskrit in interpersonal, educational and media contexts.
3. To develop functional language skills for real-life communication in Sanskrit.
4. To familiarize learners with Sanskrit usage in print, broadcast and digital platforms.
5. To encourage the revival and creative adaptation of Sanskrit in modern communicative practices.

**Learning outcomes:**

After the completion of the course, the students will:

1. Engage in basic spoken communication in Sanskrit.
2. Construct and comprehend functional sentences for everyday and professional contexts.
3. Write and translate short texts and media content in Sanskrit.
4. Analyze the role of Sanskrit in contemporary communication platforms.
5. Apply Sanskrit creatively for use in academic, cultural and media forums.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.8 | Sanskrit as a Medium Of communication | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Verbal and Non-Verbal Communication.** **Credit- 1**

- Development of the Concept, Characteristic Features and Importance.

**Unit II Indian rootedness of Communication.** **Credit- 1**

- Vedic Samvadasuktas, Communication Programme in the Mahabhashya, The Interactive procedures of the Puranas.

**Unit III Foundations of Sanskrit as a Communicative Language.** **Credit 1**

- Classical vs. functional Sanskrit.
- The concept of sambhāṣaṇa (spoken Sanskrit)
- Historical role of Sanskrit in India's intellectual and public discourse.

**Unit IV Sanskrit in Contemporary Communication.** **Credit 1**

- Sanskrit in AIR and Doordarshan broadcasts.

- Sanskrit newspapers and magazines (e.g., Sudharma, Sambhāṣaṇa Sandesha)
- Sanskrit in podcasts, YouTube channels, blogs and newsletters.

**Application and Practice:**

- Role-play: conversations, interviews and panel discussions in Sanskrit.
- News reading and scriptwriting in Sanskrit.
- Digital tools for typing, translating and recording Sanskrit content.

**Essential/Recommended Readings/Texts:**

1. Shastri, Gaurinath. (1987). Patrakāritā evam Saṁvāda-Kalā. Bharatiya Vidya Prakashan.
2. Deshpande, Madhav. (1992). Sanskrit and Prakrit: Sociolinguistic Issues. Motilal Banarsidass.
3. Kale, M. R. (2003). A Higher Sanskrit Grammar. Motilal Banarsidass.
4. Chawla, Anoop Singh. (2011). Introduction to Mass Communication. Pearson Publication.
5. Kumar, Keval J. (2015). Mass Communication in India. Jaico Publishing House.
6. Kubitschko, Sebastian, & Kaun, Anne (Eds.). (2016). Innovative Methods in Media and Communication Research. Palgrave Macmillan.
7. Aggarwal, Vir Bala. (2019). Handbook of Mass Communication and Journalism. Concept Publishing Company.
8. Samskrita Bharati. (Various editions). Sambhāṣaṇa Saṅskṛtam: A Primer for Spoken Sanskrit. Samskrita Bharati.

**Online Resources:**

1. Sudharma Daily: https://sudharma.epapertoday.com.
2. AIR Sanskrit News: http://newsonair.gov.in/Sanskrit.aspx.
3. Samskrita Bharati YouTube and E-resources.

# FOURTH YEAR: MINOR PAPERS

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

# Minor 4.A.1: Communication in India Through the ages

**Course objectives:**

1. To trace the historical evolution of communication systems in India from the Vedic period to modern times.
2. To explore the oral, scriptural, performative and visual media used for communication across ages.
3. To understand the philosophical, social and political dimensions of Indian communicative traditions.
4. To assess the transition from traditional to modern media frameworks and their interconnections.
5. To develop a critical appreciation for India's indigenous knowledge systems in shaping communication.

**Learning outcomes:**

After the completion of the course, the students will:

1. Trace the historical evolution of communication systems in India from the Vedic period to modern times.
2. Explore the oral, scriptural, performative and visual media used for communication across ages.
3. Understand the philosophical, social and political dimensions of Indian communicative traditions.
4. Assess the transition from traditional to modern media frameworks and their interconnections.
5. Develop a critical appreciation for India's indigenous knowledge systems in shaping communication.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 4.A.1 | Communication in India Through the ages | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Oral and Other Communication Traditions.** **Credit- 1**

- Śruti and Smṛti as modes of knowledge transmission.
- Role of ṛṣis, mantras, yajña and sūktas.
- Communicative significance of vāṇī, śabda and ṛta.
- Nāṭyaśāstra as a treatise on communication and performance.
- Logical literature: Itihāsa, Purāṇas, Kathās and dialogues (samvāda)

- Temple walls, inscriptions and public edicts as visual media.
- Letters, royal proclamations and administrative documentation.

**Unit II Modern and Post-Independence Developments. Credit- 1**

- Introduction of print media and the press in colonial India.
- Role of Sanskrit in nationalist and reformist communication.
- Emergence of AIR, Doordarshan, digital archives and Sanskrit media revival.
- Role of Sanskrit Cinema in Nation Building.

**Unit III Communication Exercises reflected in the epics- Mahabharata including Bhagavad Gita and Ramayana. Credit 1**

- Sabhaparva as a space of political communication, Draupadi's speech.
- Bhisma's ethical communication, Krishna as a diplomat, mediator and strategic communicator.
- Dialogue between Krishna and Arjuna in Bhagavat Gita, Crisis Communication and Counselling.
- Dialogue between Rama-Dhritarastra, Rama-Sita, Hanuman as messenger.

**Unit IV Communication Exercises Delineated in the Puranas. Credit 1**

- Storytelling as mass communication.
- Myth, symbolism and moral instruction.
- Bhakti as emotional communication.
- Devi Mahatmya as persuasive religious communication.

**Practical:**

- News Writing on Ancient Books and Characters.
- Newsletters on Temple Walls.
- Cinema Reviews.

**Essential /Recommended Readings/Texts:**

1. Mahābhārata. (1927–1966). Critical edition. Bhandarkar Oriental Research Institute.
2. Bharata. (1950–1961). Nāṭyaśāstra (M. Ghosh, Trans.). Asiatic Society.
3. Rāmāyaṇa. (1960–1975). Critical edition. Oriental Institute.
4. Bhagavad Gītā. With Śaṅkarācārya's bhāṣya. Chowkhamba Sanskrit Series Office.
5. Bhāgavata Purāṇa. Gorakhpur: Gita Press.
6. Mārkaṇḍeya Purāṇa. Gorakhpur: Gita Press.
7. Chatterjee, P. C. (1990). Journalism and mass communication. Surjeet Publications.
8. Rao, S. K. R. (1990). Vedic ethics and society. Indian Books Centre.
9. Kapoor, K. (2002). Communication in ancient India. D.K. Printworld.
10. Patel, B. N. (Ed.). (2003). Indian epics and communication. Concept Publishing Company.
11. Staal, F. (2008). Discovering the Vedas: Origins, mantras, rituals, insights. Penguin Books.

12. Vatsyayan, K. (2010). Classical Indian theatre: Theory and practice. Niyogi Books.
13. Kumar, K. J. (2015). Mass communication in India. Jaico Publishing House.Suvākhyāni, etc.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Minor 4.A.2: Media Journalism for Unity

**Course objectives:**

1. To analyze the foundational role of media.
2. To evaluate media's potential and responsibility.
3. To apply ethical media practices.
4. To develop essential media literacy skills.
5. To advocate for media approaches.

**Learning outcomes:**

After the completion of the course, the students will:

1. Promote inclusivity through responsible media representation.
2. Apply ethical principles to bridge societal divides.
3. Develop media literacy for critical content engagement.
4. Advocate for unifying media narratives in pluralistic societies.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 4.A.2 | Media Journalism for Unity | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Understanding foundational role of Media in shaping Bharatiyatva. Credit- 1**

- Period before Independence, Period during Independence, Period after Independence and till Date, Handling the Political and Social Issues.

**Unit II Promoting Inclusivity and Understanding Through Impartial Media Representation for Bridging the Gap. Credit- 1**

- Concept and Importance of Inclusivity, External Negative Forces, Major Media Roles, Future Foundations.

**Unit III Ethical Media Practices for Bridging Divides and Fostering Dialogue. Credit 1**

- Concept of Media Ethics, Crowd Management, Focal Issues of Dialogues.

**Unit IV Media Literacy and Critical Consumption for a Unified Society. Credit 1**

- Meaning of Media Literacy and Unified Society, Real Scenario, Role of the Society, Process of Societal Sensitization.

**Essential/Recommended Readings/Texts:**

1. Jhingran, S. Ethical relativism and universalism. Motilal Banarsidass.

2. Tewary, K. N. Classical Indian ethical thought. Motilal Banarsidass.
3. Vatsyayan, K. (1996). Bharata: The Nāṭyaśāstra. Nesma Books.
4. Mody, B. (2003). Communication and social development in India. Sage Publications.
5. Singh, D. (2008). Fables in the Indian narrative tradition. D.K. Printworld (P) Ltd.
6. McQuail, D. (2010). McQuail's mass communication theory (6th ed.). Sage Publications.
7. Reddi, C. V. N. (2019). Effective public relations and media strategy. PHI Learning Pvt. Ltd.
8. Christians, C. G., et al. (2024). Media ethics: Cases and moral reasoning. Routledge.
9. Whitehurst, R. S. (2024). Teaching media literacy with social media news. Eye on Education.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

# Minor 4.A.3: Sanskrit and Modern Media: Admixture of Value and Modernity

**Course objectives:**

1. To explore the evolving role of Sanskrit in contemporary forms of media.
2. To bridge classical Sanskrit expression with modern journalistic, digital and broadcast formats.
3. To introduce tools and techniques for integrating Sanskrit in digital platforms.
4. To develop skills in reporting, anchoring and content creation in Sanskrit.
5. To encourage innovative use of Sanskrit in modern communicative environments, including social media and podcasts.

**Learning outcomes:**

After the completion of the course, the students will:

1. Create and present journalistic content in formal Sanskrit.
2. Apply digital tools for Sanskrit media production.
3. Integrate Sanskrit language into modern digital and broadcast formats.
4. Demonstrate media ethics and cultural sensitivity in using Sanskrit for mass communication.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 4.A.2 | Sanskrit and Modern Media: Admixture of Value and Modernity | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Ancient Wisdom to Modern Media.** **Credit- 1**

- Concept of Messenger in the Mahabharata, Espionage system of the Arthashastra, Modern Media.

**Unit II Sanskrit Communication as a tool of Indian Value System.** **Credit- 1**

- Sanskrit News Showing Indian Tradition and Culture.
- Regular Utterance of Sanskrit Subhashitas to Insinuate Value System.
- Sanskrit Documentaries on Freedom Fighters.
- Techniques of anchoring and script delivery in classical diction.

**Unit III Sanskrit in Contemporary Contexts.** **Credit 1**

- Sanskrit as a living language: revival movements.
- Sanskrit news on AIR and Doordarshan.

- Newspapers (Sudharma), magazines (Sambhāṣaṇa Sandesha) and newsletters.

**Unit IV Sanskrit in Digital and Social Media.** **Credit 1**

- Blogging, podcasting and video journalism in Sanskrit.
- Sanskrit typing tools and Unicode font usage.
- Translation and subtitling practices for Sanskrit content.
- Media Ethics and Sanskrit Communication.
- Case studies of Sanskrit media initiatives and platforms.

**Practical:**

- Practice of Sanskrit News Reading.
- Practice of Anchoring in Sanskrit.
- Story Telling in Sanskrit for Value Dissemination.

**Essential/Recommended Readings/Texts:**

1. Mody, B. (2003). Communication and social development in India. Sage Publications.
2. Sharma, R. C. (2005). Śuddha-Saṁskṛta-saṁcāraḥ. Sampurnanand Sanskrit University.
3. Gītā Press. (2004). Īśādi Nāva Upaniṣad. Gītā Press, Gorakhpur.
4. Srivastava, K. M. (2007). News anchoring techniques. Sterling Publishers.
5. Mishra, R. (2016). Saṁskṛta patrakāritā. Sampurnanand Sanskrit University.
6. Gautam, R. (2018). Saṁskṛta patrakāritā evaṁ sañcāra. Rashtriya Sanskrit Sansthan.
7. Samskrita Bharati. Sambhāṣaṇa saṅskṛtam (Various editions).
8. All India Radio. AIR Sanskrit news. http://newsonair.gov.in/Sanskrit.aspx
9. Sudharma Daily. Sudharma Sanskrit daily newspaper. https://sudharma.epapertoday.com

## UG Double Major Program:

# B.A. Hons. Sanskrit & Translation Studies

# Learning Outcomes-based Curriculum Framework

## For

## UG Double Major Program in Sanskrit & Translation Studies

## 2025

ज्ञान-विज्ञान विमुक्तये
UGC

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NEW DELHI – 110002

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# INTRODUCTION OF THE PROGRAM

The **B.A. Hons. Sanskrit and Translation Studies** program is designed to provide students with a strong foundation in the Sanskrit language, literature, and knowledge systems and Translation. The curriculum reflects the vision of the NEP 2020, focusing on integrating traditional Indian wisdom with modern educational goals. Through a structured learning path, students gain both theoretical and practical understanding of Sanskrit texts, philosophies, and Translation applications. The program supports the dissemination of Sanskrit as a living tradition and prepares students for a range of academic, research, and professional opportunities in the field of Sanskrit Translation.

The **B.A. in Hons. Sanskrit and Translation Studies** is a comprehensive undergraduate programme designed to integrate the **classical knowledge system of Sanskrit** with the **theory and practice of translation studies**. Sanskrit, as one of the most ancient and systematic languages of the world, serves as a foundation for Indian philosophy, literature, science, law, and aesthetics. Translation Studies, on the other hand, equips learners with theoretical insights and practical skills required to mediate texts across languages and cultures.

**This programme having two parts one is theory part and another is practical part. Especially in this programme each and every semester four papers will be discussed about theory based and 5th paper about practical. Here 60% mainly discussing about translation theory, methods and techniques and 40% about practise of Sanskrit literature Translation.**

This 160-credit programme aims to develop **linguistic competence in Sanskrit**, critical understanding of **Indian and Western translation theories**, and hands-on experience in translating classical and modern texts between **Sanskrit, English, and Indian languages**. The programme emphasizes literary, philosophical, and applied dimensions of Sanskrit while fostering intercultural communication, analytical thinking, and professional translation skills etc.

Aligned with **NEP 2020**, the programme encourages multidisciplinary learning, skill development, research orientation, and employability, preparing graduates for careers in **academics, translation, publishing, administration, media, cultural institutions, and digital humanities**.

# OBJECTIVES OF THE PROGRAM

The objectives of the **B.A. Hons. Sanskrit and Translation Studies** programme are to:

- Provide a **strong foundation in Sanskrit language**, grammar, and literature from Vedic to classical periods.
- Introduce students to **core concepts, theories, and practices of Translation Studies**.
- Develop **reading, writing, and interpretative skills** in Sanskrit and target languages.
- Train students in **translation techniques** involving literary, philosophical, technical, and cultural texts.
- To comprehensively understand the Translation of Sanskrit Texts from Sanskrit to other languages and vice-versa. Sanskrit language, its grammar, and literary forms can learn in this programme.
- To introduce students to key texts from Sanskrit literature, including poetry, prose, drama, epics, and *shastras to translate from Sanskrit to other languages.*
- To develop critical thinking through a fair introduction of a range of translating the contents from various sastra texts as well as other books in Sanskrit.
- Sastra wise content wise students learn Translation systems, such as Vyakarana, *Vedanta*, *Nyaya, Mimamsa, Sahitya and Poetry and prose textbooks* etc.
- To connect Sanskrit knowledge worldwide through translation with contemporary fields such as *Ayurveda,* environmental studies, linguistics, and digital humanities, technology etc.
- Through these translations students learn the knowledge from Sanskrit literature and translation techniques.
- To encourage critical and comparative thinking of India's cultural, ethical, and intellectual heritage and translated into other Indian and other languages.
- To equip students with research skills and academic tools relevant to Sanskrit studies and interdisciplinary learning through translation.
- Promote understanding of **Indian knowledge systems** through original Sanskrit texts and their translations.
- Cultivate **critical thinking and comparative literary skills** across languages and traditions.
- Enable students to handle **intercultural and interlingual communication** effectively.
- Familiarize learners with **modern tools and technologies** used in translation and language studies.
- Encourage **research aptitude**, textual analysis, and academic writing.
- Prepare graduates for **higher studies, professional translation, teaching, content development, and cultural services**.

# OUTCOMES OF THE PROGRAM

By the end of the **160-credits B.A. Hons. Sanskrit and Translation Studies program** Students will be able to:

| PLO Code | Program Learning Outcomes (PLOs) for UG Program |
|---|---|
| **PLO 1** | • Sanskrit Language Proficiency: Demonstrate proficiency in Sanskrit grammar, vocabulary, syntax, and stylistics.<br>• Literary and Textual Understanding: Analyze and interpret major works of Sanskrit literature, including Vedic, epic, poetic, dramatic, and prose texts. |
| **PLO 2** | • Translation Competence: Apply appropriate translation strategies to translate texts between Sanskrit and target languages accurately and meaningfully.<br>• Theoretical Knowledge: Understand key concepts, models, and approaches in Translation Studies from Indian and Western perspectives. |
| **PLO 3** | • Cultural Mediation: Identify and address cultural, philosophical, and contextual issues involved in translation.<br>• Critical and Analytical Skills: Critically evaluate source and target texts using linguistic, literary, and comparative methods. |
| **PLO 4** | • Rootedness: Contribute to cultural preservation, academic growth, and public understanding of Sanskrit traditions.<br>• Understand and explain major Sanskrit Translation and literary traditions of India. |
| **PLO 5** | • Research and Academic Skills: Demonstrate basic research skills, including textual criticism, use of commentaries, citation, and academic writing.<br>• Digital and Professional Skills: Use digital tools, dictionaries, corpora, and translation software for academic and professional purposes. |
| **PLO 6** | • Ethical and Social Awareness: Exhibit ethical responsibility, cultural sensitivity, and respect for intellectual traditions in translation practices. |
| **PLO 7** | • Indian Knowledge System (IKS): Engage with India's knowledge systems from a critical and informed perspective and translation approach. |
| **PLO 8** | • Futuristic: Conduct foundational academic research and present findings in a structured and scholarly manner.<br>• Apply Sanskrit grammar accurately in composition and interpretation for Sanskrit translation. |
| **PLO 9** | • Multidisciplinary: Use Sanskrit knowledge in contemporary knowledge domains such as Sanskrit linguistics, computational linguistics, translation, and education. |

| | |
|---|---|
| **PLO 10** | • Employability: Read, understand, and analyze Sanskrit texts relating to various genres and historical periods and utilize the acquired knowledge in different domains of Sanskrit. All can study Sanskrit<br>• Lifelong Learning: Pursue careers or higher education in teaching, translation, publishing, civil services, media, and cultural organizations, with readiness for lifelong learning. |

# PROGRAM OUTCOME MAPPING FOR MAJOR COURSES

| Course Name | Rootedness | IKS | Futuristic | Employability | Value, Skill and Multidisciplinary | Disciplinary Knowledge | Difficulty Level |
|---|---|---|---|---|---|---|---|
| Introduction of Languages and Translation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Translation and various concepts of Translation Studies | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Importance of Sanskrit literature and Sanskrit Translation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit grammar for Translators Level – 1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Foundation of Sanskrit Translation and Literature | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Translation and Theories | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Translation Process | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Types of Translation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Aids for Translation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit Grammar for Translators Level – 2 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Study of Sanskrit Language in Translation Perspective | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Challenges in Sanskrit Translation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Translation Techniques | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Role of Grammar in Translation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Practice of Basics in Sanskrit Language | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Study of Sanskrit Sastras in Perspective of Translation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| How to do Sastra Translation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Study of Poetic and Dramatic Literature according to Translation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| How to do Poetic and Dramatic Translation in Sanskrit | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Practice of Śāstra Concepts in Sanskrit literature | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Research Methodology in Sanskrit Translation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Scope of Research in Sanskrit Translation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Translation Methods for Sanskrit Literature | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Panchatantra and Hitopadesa Translation & Pedagogy | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Practice of Sanskrit Texts | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Analysis and Survey of Sashtratic Translation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Translation of famous texts in various sastras | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Challenges in Sastra Text Translation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit Grammar for Translators Level-4 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Practice of Sastra Texts Translation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Applied Translation: Sanskrit - Hindi/English | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Translation of Modern Emerging areas | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Translation of Communicative Concepts | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Translation of Documents in Various Govt Sectors | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Translation of Business and other public concepts | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Introduction of Machine Translation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Digital Tools for Sanskrit Translation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Problems in Technical Translation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Modern Trends and Tools in Sanskrit Translation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Practice of Concepts through MT and Challenges | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

# PROGRAM OUTCOME MAPPING FOR MINOR COURSES

| Course Name | Rootedness | IKS | Futuristic | Employability | Value, Skill and Multidisciplinary | Disciplinary Knowledge | Difficulty Level |
|---|---|---|---|---|---|---|---|
| Introduction of Languages and Translation Studies | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Translation and various concepts of Translation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Importance of Sanskrit Literature and Sanskrit Translation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Translation Process | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Types of Translations | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Practices of Sastra Concepts in Sanskrit Literature | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Challenges in Sastra Texts Translation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Analysis and Survey of Sashtratic Translation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Practice of Sastra Texts Translation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Applied Translation: Sanskrit to Hindi/English | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Translation of Modern Emerging areas and concepts | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Translation of Documents, Business and Public Concepts | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Introduction of Machine Translation and various Digital Tools etc. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Practices of various Sanskrit concepts through M.T and Challenges | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

# POOL OF MAJOR COURSES

| S. No. | | Course Name | Course Credit | Course Level |
|---|---|---|---|---|
| 1 | FIRST YEAR MAJORS | Major 1.1: Introduction to Languages and Translation | 4 | 100-199 |
| 2 | | Major 1.2: Translation and various concepts of Translation Studies | 4 | 100-199 |
| 3 | | Major 1.3: Importance of Sanskrit literature and Sanskrit Translation | 4 | 100-199 |
| 4 | | Major 1.4: Sanskrit Grammar for Translators level -1 | 4 | 100-199 |
| 5 | | Major 1.5: Foundation of Sanskrit Translation and Literature | 4 | 100-199 |
| 6 | | Major 1.6: Translation and Theories | 4 | 100-199 |
| 7 | | Major 1.7: Translation Process | 4 | 100-199 |
| 8 | | Major 1.8: Types of Translation | 4 | 100-199 |
| 9 | | Major 1.9: Aids for Translation | 4 | 100-199 |
| 10 | | Major 1.10: Sanskrit Grammar for Translators level -2 | 4 | 100-199 |
| 11 | SECOND YEAR MAJORS | Major 2.1: Study of Sanskrit Language in Translation Perspective | 4 | 200-299 |
| 12 | | Major 2.2: Challenges in Sanskrit Translation | 4 | 200-299 |
| 13 | | Major 2.3: Translation Techniques | 4 | 200-299 |
| 14 | | Major 2.4: Role of Grammar in Translation | 4 | 200-299 |
| 15 | | Major 2.5: Practice of Basics in Sanskrit Language | 4 | 200-299 |
| 16 | | Major 2.6: Study of Sanskrit Sastras in Perspective of Translation | 4 | 200-299 |
| 17 | | Major 2.7: How to do Sastra Translation | 4 | 200-299 |
| 18 | | Major 2.8: Study of Poetic and Dramatic literature according to Translation | 4 | 200-299 |
| 19 | | Major 2.9: How to do Poetic and Dramatic Translation in Sanskrit | 4 | 200-299 |
| 20 | | Major 2.10: Practice of Sastra Concepts in Sanskrit Literature | 4 | 200-299 |
| 11 | THIRD YEAR MAJORS | Major 3.1: Research Methodology in Sanskrit Translation | 4 | 300-399 |
| 12 | | Major 3.2: Scope of Research in Sanskrit Translation | 4 | 300-399 |
| 13 | | Major 3.3: Translation Methods for Sanskrit Literature | 4 | 300-399 |
| 14 | | Major 3.4: Panchatantra, Hitopadesh Translation & Pedagogy | 4 | 300-399 |
| 15 | | Major 3.5: Practice of Sanskrit Texts | 4 | 300-399 |
| 16 | | Major 3.6: Analysis and Survey of Sashtratic Translation | 4 | 300-399 |
| 17 | | Major 3.7: Translation of famous texts in various Sasatras | 4 | 300-399 |
| 18 | | Major 3.8: Challenges in Sastra Texts Translation | 4 | 300-399 |
| 19 | | Major 3.9: Sanskrit Grammar for Translators level -4 | 4 | 300-399 |
| 20 | | Major 3.10: Practice of Sastra Texts Translation | 4 | 300-399 |

| | | | | |
|---|---|---|---|---|
| 21 | FOURTH YEAR MAJORS | Major 4.1: Applied Translation: Sanskrit–Hindi/English | 4 | 400-499 |
| 22 | | Major 4.2: Translation of Modern Emerging areas | 4 | 400-499 |
| 23 | | Major 4.3: Translation of Communicative Concepts | 4 | 400-499 |
| 24 | | Major 4.4: Translation of Documents in various govt sectors | 4 | 400-499 |
| 25 | | Major 4.5: Translation of Business and other public concepts | 4 | 400-499 |
| 26 | | Major 4.6: Introduction of Machine Translation | 4 | 400-499 |
| 27 | | Major 4.7: Digital Tools for Sanskrit Translation | 4 | 400-499 |
| 28 | | Major 4.8: Problems in Technical Translation | 4 | 400-499 |
| 29 | | Major 4.9: Modern Trends and Tools in Sanskrit Translation | 4 | 400-499 |
| 30 | | Major 4.10: Practice of Concepts through M.T and challenges | 4 | 400-499 |

# POOL OF MINOR COURSES

| S. No. | | Course Name | Course Credit | Course Level |
|---|---|---|---|---|
| 1 | SECOND YEAR MINORS | Minor 2.A.1: Introduction of Languages and Translation Studies | 4 | 200-299 |
| 2 | | Minor 2.A.2: Translation and various concepts of Translation | 4 | 200-299 |
| 3 | | Minor 2.A.3: Importance of Sanskrit literature Sanskrit Translation | 4 | 200-299 |
| 4 | THIRD YEAR MINORS | Minor 3.A.1: Translation Process | 4 | 300-399 |
| 5 | | Minor 3.A.2: Types of Translations | 4 | 300-399 |
| 6 | | Minor 3.A.3: Practices of Sastra Concepts in Sanskrit Literature | 4 | 300-399 |
| 7 | | Minor 3.A.4: Challenges in Sanskrit Sastra Texts Translation | 4 | 300-399 |
| 8 | | Minor 3.A.5: Analysis and Survey of Sashtratic Translation | 4 | 300-399 |
| 9 | | Minor 3.A.6: Practice of Sastra Texts Translation | 4 | 300-399 |
| 10 | | Minor 3.A.7: Applied Translation: Sanskrit to Hindi/English | 4 | 300-399 |
| 11 | | Minor 3.A.8: Translation of Modern emerging areas and concepts | 4 | 300-399 |
| 12 | FOURTH YEAR MINORS | Minor 4.A.1: Translation of Documents, Business and public Concepts | 4 | 400-499 |
| 13 | | Minor 4.A.2: Introduction of Machine Translation and various Digital Tools etc. | 4 | 400-499 |
| 14 | | Minor 4.A.3: Practice of various Sanskrit concepts through M.T. and Challenges | 4 | 400-499 |

# FIRST YEAR: MAJOR PAPERS

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

# SEMESTER - 1

## Major 1.1: Introduction of Languages and Translation Studies

**Course objectives:**

1. To understand the nature, structure, and functions of language.
2. To Explain key concepts in linguistic relevant to translation
3. To acquire knowledge of Languages and Translation among the learners.
4. To generate interest in Sanskrit language and Translation.
5. To impart knowledge of the Translation of Sanskrit language.
6. To impart general skills of Translation and writing in Sanskrit.
7. Identify major approaches and fundamentals of Translation.

**Learning outcomes:**

After the completion of this course, the students will:

1. Understand the important of languages and Translation.
2. Able to understand the general structure of Translation of Sanskrit language.
3. Able to write and communicate in Sanskrit through translation.
4. Become more interested in Sanskrit language and Translation.
5. Better equipped to Translate the Sanskrit texts from Sanskrit to other languages.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.1 | Introduction of languages and Translation Studies | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction of Language and understanding languages.** **Credit 1**

- Introduction of Language.
- Definition and characteristics of languages.
- Histography of Indian Languages.
- Language vs. communication.
- Introduction of linguistics: Phonetics, phonology, morphology, syntax, semantics, pragmatics.

**Unit II Introduction of Translation (Indian & Western)** **Credit 1**

- Introduction of Translation.
- Definition, scope and importance of Translation.
- Histography of Translation in the perspective of Indian and western.
- Key concepts of Translation.

**Unit III Translation as communication and interpretation.** **Credit 1**

- Translation as a communicative act.
- Translator as a mediator.
- Basic concept of interpretation in translation.
- Key concepts of Translator, Source and Target and Translation.

**Unit IV Source and Target Languages in translation. Credit 1**

- Characteristics of Sanskrit as a Source Language.
- Characteristics of Sanskrit as a Target Language.
- Role of SL and TL in the process of translation.
- Sanskrit literary genres as source texts and Issues in Translating Sanskrit Texts.

**Essential/Recommended Readings/Texts:**

1. रामचन्द्र मिश्र, डा., संस्कृतसाहित्येतिहासः, वाराणसी : चौखम्बा विद्याभवन।
2. नौटियाल, चक्रधर, बृहद् अनुवाद चन्द्रिका, दिल्ली : मोतीलाल बनारसीदास।
3. तिवारी, बोलानाथ, अनुवाद विज्ञान, वाराणसी : चौखम्बा पुस्तक सिरीज।

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

## Major 1.2: Translation and various concepts of Translation

**Course objectives:**

1. To introduce the concept and scope of translation studies.
2. To explain major theoretical approaches to translation.
3. To examine the relationship between language, culture, and translation.
4. To develop critical awareness of translation as a scholarly discipline.

**Learning outcomes:**

After the completion of this course, the students will:

1. Define translation and translation studies.
2. Identify major concepts and theories of translation.
3. Explain the role of culture and context in translation.
4. Apply basic translation concepts in practical situations.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.2 | Translation and various concepts of Translation | 04 | 0 | 00 | 04 |

**Details of Course:**

**Unit I Introduction to Translation.** **Credit 1**

- Translation vs Interpretation.
- History and evolution of translation.
- Role of translation in literature, culture, science, and media.
- Translator: role, skills, and responsibilities.

**Unit II Major Concepts and Theories of Translation**. **Credit 1**

- Equivalence (formal and dynamic equivalence)
- Fidelity and freedom.
- Source-oriented vs target-oriented translation.
- Scopus theory (basic understanding)

**Unit III Linguistic Aspect of Translation**. **Credit 1**

- Grammar, syntax, and sentence structure in translation.
- Lexical meaning and word choice.
- Problems of ambiguity and polysemy.
- Loss and gain of meaning in translation.

**Unit IV Various Aspects to know in Translation.** **Credit 1**

- Understand major aspects involved in translation.
- Analyse linguistic and cultural concepts in translation.

- literary translation techniques in translation.
- Understand the author's view in source text.

**Essential/Recommended Readings/Texts:**

1. डा.नागेन्द्र, अनुवाद विज्ञान सिद्धांत और प्रयोग, दिल्ली विश्वविद्यालय : हिन्दी माध्यम कार्यान्वय निदेशालय।
2. डा.रामचन्द्रमिश्रः, संस्कृतसाहित्येतिहासः, वाराणसी : चौखम्बा विद्याभवन।
3. नौटियाल, चक्रधर : बृहद् अनुवाद चन्द्रिका, दिल्ली : मोतीलाल बनारसीदास

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

## Major 1.3: Importance of Sanskrit literature and Sanskrit Translation

**Course Objectives:**

1. To develop a comprehensive understanding of the contributions of great Sanskrit poets, spanning various periods and genres to translate into other languages.
2. To cultivate an appreciation for the distinctive styles, philosophical insights, artistic expression, and cultural-historical contexts reflected in individual poets' works.
3. To enhance students' proficiency in classical Sanskrit Translation, equipping them with translation and interpretation skills specifically tailored for Sanskrit literature.

**Learning Outcomes:**

After the completion of this course, the students will:

1. Develop a fair idea of the works of great Sanskrit literature view of translation.
2. Able to appreciate the styles and thoughts of individual to do translation in various aspects.
3. Focusing on the poetical, artistic, cultural and historical aspects of various writers works.
4. Enhance competence in chaste classical Sanskrit literature and give them skills into translation and interpretation of poetic works.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.3 | Importance of Sanskrit literature and Sanskrit Translation | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Sanskrit Literature.** **Credit 1**

- Origin and development of Sanskrit literature.
- Historicity of Classic and modern Sanskrit language.
- Major literary forms: Vedas, Epics, Puranas, Kavyas etc.
- Cultural and historical significance of Sanskrit literature.

**Unit II Importance of Sanskrit Literature.** **Credit 1**

- Greatness of Sanskrit in various aspects.
- Moral, ethical, and philosophical values in Sanskrit.
- Contribution to science, arts, and education through Sanskrit.
- Influence of Sanskrit on Indian languages and traditions.

**Unit III Introduction to Sanskrit Translation.** **Credit 1**

- Meaning and need of Sanskrit translation.
- Types and methods of Sanskrit translation.

- Role of translation in understanding ancient texts.
- Greatness of Sanskrit in perspective of Translation.

**Unit IV Role of Sanskrit Translation in the Modern World. Credit 1**

- Preservation of literary heritage in Sanskrit.
- Sanskrit texts in world literature.
- Relevance of Sanskrit translation in contemporary society.
- Modern Trends in Sanskrit Translation Studies linguistic, cultural, functional approaches.

**Essential/Recommended Readings/Texts:**

1. पं.रामचन्द्रमिश्रः, संस्कृतसाहित्येतिहासः, वाराणसी : चौखम्बा विद्याभवन।
2. नौटियाल, चक्रधर: बृहद् अनुवाद चन्द्रिका, दिल्ली : मोतीलाल बनारसीदास।

**Additional Resources:**

1. Keith, A.B., History of Sanskrit Literature, Delhi : MLBD.
2. Krishnamachariar, History of Classical Sanskrit Literature, Delhi : MLBD.
3. Gaurinath Shastri, A Concise History of Sanskrit Literature, Delhi : MLBD.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

## Major 1.4: Sanskrit Grammar for Translators Level -1

**Course objectives:**

1. To generate interest in Sanskrit Grammar.
2. To impart knowledge of the Sanskrit Grammar rules for Translating process.
3. To impart general skills for translating into multi languages.
4. To establish the knowledge of Sanskrit Grammar for do translation in a proper way.

**Learning outcomes:**

After the completion of this course, the students will:

1. Aware about Sanskrit Grammar.
2. Be acquainted with various aspects of Sanskrit grammar and utilize in translation process.
3. Do effective translation work through Sanskrit grammar.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.4 | Sanskrit Grammar for Translators Level - 1 | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction and Sandhi rules with practical examples.** **Credit 1**

- Introduction about Sanskrit grammar.
- Role of Grammar in Translation.
- Introduction about sandhi and sandhi rules.
- Various examples for sandhis.

**Unit II Vibhakti Usage in Translation.** **Credit 1**

- Introduction of Karaka and uses of karakas.
- Introduction about seven cases.
- Where to use cases in sentence formation.
- Cases give the good link between words and sentence writing.

**Unit III Samasa and Compound Breakdown.** **Credit 1**

- Introduction and concepts of samasas.
- Types of samasas and utilization in Translation.
- How compound words important in Translation Process.

**Unit IV Verb conjugations in contextual meaning.** **Credit 1**

- Nouns and Declensions (Śabda-rūpa) – gender, number, cases (vibhaktis)
- Verbs and Conjugation (Dhātu and Tense) – present tense, person, and number.

- Sandhi and Compounds (Sandhi and Samāsa – Introduction) – basic rules and usage.
- Sentence Structure (Vākya-vinyāsa) – word order, agreement, and meaning.

**Essential/Recommended Readings/Texts:**

1. भट्टोजीदीक्षितः, वैयाकरणसिद्धान्तकौमुदी, वाराणसी : चौखम्बा विद्याप्रकाशन।
2. डा.जनार्दनहेग्डे, शुद्धिकौमुदी, बेङ्गलूरु : संस्कृतभारती।
3. डा. नागेन्द्र, *अनुवाद विज्ञान सिद्धांत और प्रयोग*, दिल्ली विश्वविद्यालय : हिन्दी माध्यम कार्यान्वय निदेशालय।
4. नौटियाल, चक्रधर, बृहद् अनुवाद चन्द्रिका, दिल्ली : मोतीलाल बनारसीदास।

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

## Major 1.5: Foundation of Sanskrit Translation and Literature

**Course objectives:**

1. To introduce learners to the scope and significance of Sanskrit literature.
2. To provide foundational knowledge of Sanskrit translation principles.
3. To familiarize learners with major genres of Sanskrit literature.
4. To develop basic analytical and interpretative skills for Sanskrit texts.

**Learning outcomes:**

After the completion of this course, the students will:

1. Explain the importance of Sanskrit literature in Indian and world traditions.
2. Identify major genres and themes in Sanskrit literature.
3. Understand fundamental principles of Sanskrit translation.
4. Translate and interpret simple Sanskrit passages with cultural awareness.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 1.5 | Foundation of Sanskrit Translation and Literature | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Translation.** **Credit 1**

- Basics in Sanskrit Translation.
- Nature, scope, and importance of translation.
- Key aspects of Translation in Sanskrit Literature.
- Role of translation in literature, knowledge transmission, and culture.

**Unit II Classical and Traditional Translation Theories.** **Credit 1**

- Early Western theories (Cicero, Horace, Jerome)
- Indian perspectives on translation (Anuvāda, Bhāṣāntara)
- Sanskrit tradition of commentary (Bhāṣya, Tīkā, Vṛtti)
- Literal vs. free translation in classical contexts.

**Unit III Modern Translation Theories.** **Credit 1**

- Linguistic theories of translation.
- Equivalence theories (formal & dynamic equivalence – Nida)
- Communicative vs. semantic translation (Newmark)
- Skopos theory and functional approaches.

**Unit IV Contemporary and Applied Translation Theories.** **Credit 1**

- Cultural and postcolonial approaches.
- Discourse and pragmatic approaches.
- Translation ethics and ideology.

- Relevance of theory to practical translation (literary & technical)

**Essential/Recommended Readings/Texts:**


1. Brown, Charles Philip, (1869), *Sanskrit Prosody and Numerical Symbols Explained*, London: Trübner & Co.
2. Newmark, P., (1988), *A Textbook of Translation*, New York: Prentice Hall.
3. Winternitz, M., (1996), *A History of Indian Literature*, Delhi: Motilal Banarsidass.
4. शास्त्री, धरानन्द, (संपा.), (2004), *केदारभट्ट विरचित वृत्तरत्नाकर*, दिल्ली : मोतीलाल बनारसीदास।
5. Pollock, S., (2006), *The Language of the Gods in the World of Men*, Berkeley: University of California Press.
6. Keith, A. B., (2006), *A History of Sanskrit Literature*, Delhi: Motilal Banarsidass.
7. Deo, Ashwini S., (2007), *The Metrical Organization of Classical Sanskrit Verse*, Journal of Linguistics, 43(01), 63–114.
8. डिंडोरिया, वेद प्रकाश, (2022), *सुवृत्ततिलक*, वाराणसी : चौखम्बा सुरभारती प्रकाशन।

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

# SEMESTER - 2

## Major 1.6: Translation and Theories

**Course objectives:**

1. To introduce the concept and importance of translation theories.
2. To explain major theoretical approaches in translation.
3. To examine how theories influence translation practice.
4. To develop critical understanding of translation as a theoretical discipline.

**Learning outcomes:**

After the completion of the course, the students will:

1. Define translation and explain the need for translation theories.
2. Identify major translation theories and their key ideas.
3. Compare different theoretical approaches to translation.
4. Apply basic translation theories to practical translation tasks.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.6 | Translation and Theories | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Translation Studies.** **Credit 1**

- Translation as an academic discipline.
- History and development of translation studies in Sanskrit literature.
- Translation in Indian and Western traditions.
- Interdisciplinary nature of translation studies.

**Unit II Classical and Indian Theories of Translation.** **Credit 1**

- Concept of translation in Indian poetics (अनुवाद, भावानुवाद).
- Bharata's Rasa theory and its relevance to translation.
- Dhvani theory (Ānandavardhana) and translation.
- Alamkāra and Vakrokti theories in translation.
- Traditional Sanskrit views on adaptation and retelling.

**Unit III Western Theories of Translation** **Credit 1**

- Literal vs Free translation (Cicero, Horace)
- Eugene Nida: Formal and Dynamic Equivalence
- Catford: Linguistic theory of translation
- Newmark: Semantic and Communicative translation

- Skopos theory (Vermeer) – purpose-oriented translation

**Unit IV Modern and Contemporary Approaches** **Credit 1**

- Functional, cultural and descriptive approaches
- Translation and equivalence debates
- Translation, ideology and power
- Postcolonial and feminist translation theories
- Application of theories to Sanskrit and Indian texts

**Essential/Recommended Readings/Texts:**


1. Nida, E. A. (1964). Toward a Science of Translating. Brill.
2. Newmark, P. (1988). A Textbook of Translation. Prentice Hall.
3. Bassnett, S. (2014). Translation Studies. Routledge.
4. Munday, J. (2016). Introducing Translation Studies. Routledge.
5. अनुवाद विज्ञान सिद्धांत और प्रयोग – डा.नागेन्द्र, हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय।
6. संस्कृतसाहित्येतिहासः – डा.रामचन्द्रमिश्रः, चौखम्बा विद्याभवन, वाराणसी।
7. नौटियाल, चक्रधर : बृहद् अनुवाद चन्द्रिका, मोतीलाल बनारसीदास, दिल्ली।

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

## Major 1.7: Translation Process

**Course objectives:**

1. To explain the concept and stages of the translation process.
2. To develop understanding of text analysis and meaning transfer.
3. To highlight the role of culture and context in translation.
4. To introduce basic strategies used in professional translation.

**Learning outcomes:**

After the completion of this course, the students will:

1. Describe the main stages involved in the translation process.
2. Analyze a source text before translating it.
3. Apply appropriate translation strategies to simple texts.
4. Review and revise translated texts for accuracy and clarity.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.7 | Translation Process | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Understanding the Source Text.** **Credit 1**

- Nature and types of source texts.
- Reading, comprehension and text analysis.
- Identification of theme, purpose and audience.
- Linguistic, cultural and contextual elements.
- Problems of ambiguity and multiple meanings.

**Unit II Transfer Stage in Translation.** **Credit 1**

- Concept of meaning transfer.
- Lexical, grammatical and syntactic transfer.
- Handling idioms, metaphors and cultural terms.
- Strategies for prose and poetic texts.
- Maintaining equivalence during transfer.

**Unit III Restructuring and Drafting.** **Credit 1**

- Restructuring ideas into target language.
- Sentence formation and cohesion.
- Style, tone and register in translation.
- Drafting techniques and revision strategies.
- Avoiding common translation errors.

**Unit IV Evaluation, Editing and Finalization.** **Credit 1**

- Self-evaluation and peer evaluation.
- Accuracy, fidelity and readability tests.
- Editing for language, style and consistency.
- Back-translation as a checking method.
- Ethics and responsibility of the translator.

**Essential/Recommended Readings/Texts:**

1. Nida, Eugene A., and Charles R. Taber, The Theory and Practice of Translation, (1969), Leiden : Brill.
2. Newmark, Peter, A Textbook of Translation, (1988), New York : Prentice Hall.
3. Bell, Roger T., Translation and Translating: Theory and Practice, (1991), London : Longman.
4. Munday, Jeremy, Introducing Translation Studies, (2016), London : Routledge.
5. Krishnamachariyar, M., History of Classical Sanskrit Literature, Delhi : Motilal Banarsidass.
6. नौटियाल, चक्रधर, बृहद् अनुवाद चन्द्रिका, दिल्ली : मोतीलाल बनारसीदास।
7. द्विवेदी, कपिलदेव, डा., प्रौढरचनानुवादकौमुदी, वाराणसी : विश्वविद्यालय प्रकाशन।

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

## Major 1.8: Types of Translation

**Course objectives:**

1. To introduce different types of translation.
2. To explain the characteristics of each type of translation.
3. To understand the relationship between translation type and purpose.
4. To develop awareness of appropriate translation strategies.

**Learning outcomes:**

After the completion of this course, the students will:

1. Identify and define major types of translation.
2. Distinguish between literal and free translation.
3. Select suitable types of translation for different texts.
4. Apply basic translation types in practical translation tasks.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.8 | Types of Translation | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Based on Method and Form.** **Credit 1**

- Literal translation (शब्दानुवाद)
- Free translation (भावानुवाद)
- Semantic and communicative translation.
- Word-for-word vs sense-for-sense translation.
- Merits and limitations of each type.

**Unit II Based on Language and Medium.** **Credit 1**

- Interlingual translation.
- Intralingual translation.
- Intersemiotic translation.
- Oral vs written translation.
- Translation between classical and modern languages.

**Unit III Based on Text and Genre.** **Credit 1**

- Literary translation (poetry, prose, drama)
- Religious and philosophical translation.
- Technical and scientific translation.
- Legal and administrative translation.
- Media and journalistic translation.

**Unit IV Based on Purpose and Function.** **Credit 1**

- Academic and pedagogical translation.
- Creative and adaptive translation.
- Cultural and explanatory translation.
- Machine-assisted and machine translation.
- Translation for mass communication.

**Essential/Recommended Readings/Texts:**

1. Newmark, P. (1988). A Textbook of Translation. Prentice Hall.
2. Nida, E. A. (1964). Toward a Science of Translating. Brill.
3. Catford, J. C. (1965). A Linguistic Theory of Translation. Oxford University Press.
4. Munday, J. (2016). Introducing Translation Studies. Routledge.
5. अनुवाद विज्ञान सिद्धांत और प्रयोग – डा.नागेन्द्र, हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय।

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

## Major 1.9: Aids for Translation

**Course objectives:**

1. To introduce various aids used in translation.
2. To explain the importance of reference materials in translation work.
3. To familiarize learners with traditional and modern translation tools.
4. To develop effective skills in using translation aids appropriately.

**Learning outcomes:**

After the completion of this course, the students will:

1. Identify different aids of translation.
2. Use dictionaries and reference books effectively.
3. Understand the role of technology in translation.
4. Apply suitable translation aids to improve translation quality.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.9 | Aids for Translation | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Traditional Aids for Translation** **Credits 1**

- Dictionaries: monolingual, bilingual and multilingual
- Commentaries (टीका) and glossaries (निघण्टु)
- Grammar texts and reference works.
- Encyclopedias and concordances.
- Importance of traditional Sanskrit tools.

**Unit II Linguistic and Literary Aids.** **Credits 1**

- Sanskrit grammar for translators.
- Prosody (छन्दः) and poetics (अलंकारशास्त्र)
- Semantic and contextual analysis tools.
- Style manuals and language guides.
- Role of literary criticism in translation.

**Unit III Digital and Technological Aids.** **Credits 1**

- Online dictionaries and digital lexicons.
- Machine Translation tools and CAT tools.
- Corpus-based resources
- OCR and text digitization tools.
- Advantages and limitations of digital aids.

**Unit IV Reference, Evaluation and Support Tools.** **Credits 1**

- Parallel texts and model translations.
- Annotation and note-making techniques.
- Editing and proofreading tools.
- Translation memory and terminology databases.
- Ethical use of translation aids.

**Essential/Recommended Readings/Texts:**


1. Newmark, Peter, A Textbook of Translation, (1988), New York: Prentice Hall.
2. Baker, Mona, In Other Words: A Coursebook on Translation, (2018), London: Routledge.
3. Munday, Jeremy, Introducing Translation Studies, (2016), London: Routledge.
4. Bowker, Lynne, and David Fisher, Computer-Aided Translation, (2010), Amsterdam: John Benjamins.
5. नागेन्द्र, डा., अनुवाद विज्ञान : सिद्धांत और प्रयोग, दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय।
6. नौटियाल, चक्रधर, बृहद् अनुवाद चन्द्रिका, दिल्ली : मोतीलाल बनारसीदास।
7. द्विवेदी, कपिलदेव, डा., प्रौढरचनानुवादकौमुदी, वाराणसी : विश्वविद्यालय प्रकाशन।

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

## Major 1.10: Sanskrit Grammar for Translators level - 2

**Course objectives:**

1. To strengthen understanding of advanced Sanskrit grammatical structures.
2. To introduce complex verb forms and their functions in translation.
3. To develop skills in analyzing compounds and syntactic constructions.
4. To enhance accuracy and clarity in translating intermediate-level Sanskrit texts.

**Learning outcomes:**

After the completion of this course, the students will:

1. Identify and analyze advanced noun and verb forms in Sanskrit texts.
2. Interpret and translate different types of compounds (samāsa)
3. Understand complex sentence structures and syntactic relationships.
4. Translate intermediate-level Sanskrit passages with grammatical accuracy.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.10 | Sanskrit Grammar for Translators level - 2 | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Advanced Nominal and Verbal Forms.** **Credit 1**

- Complex noun declensions and irregular forms.
- Pronouns, numerals and adjectives in context.
- Advanced verb systems (लुङ्, लिट्, लृट्)
- Causative (णिच्), desiderative (सन्) and intensive forms.
- Translation problems related to morphological variations.

**Unit II Syntax and Sentence Analysis.** **Credit 1**

- Sentence types in Sanskrit (simple, compound, complex)
- Anvaya (syntactic relation) and flexible word order.
- Use of participles and absolutives in sentences.
- Ellipsis and implied grammatical elements.
- Sentence restructuring during translation.

**Unit III Compounds and Derivative Constructions.** **Credit 1**

- Interpretation of long and complex compounds
- Kṛdanta forms and their syntactic roles.
- Taddhita formations and semantic implications.
- Translating compounds into modern target languages.

**Unit IV Semantic, Stylistic and Applied Grammar.** **Credit 1**

- Polysemy and contextual meaning.
- Idiomatic expressions and fixed grammatical usages.
- Sandhi analysis in continuous texts.
- Stylistic variations in prose, poetry and technical texts.
- Grammar-based error analysis and revision in translations.

**Essential/Recommended Readings/Texts**:


1. Pāṇini, Aṣṭādhyāyī (with traditional commentaries).
2. Kale, M. R., A Higher Sanskrit Grammar, (2014), Delhi: Motilal Banarsidass.
3. Whitney, William Dwight, Sanskrit Grammar, (2000), Delhi: Motilal Banarsidass.
4. Goldman, Robert P., and Sally J. Goldman, Devavāṇīpraveśikā, (2004), Delhi: Motilal Banarsidass.
5. नागेन्द्र, डा., अनुवाद विज्ञान : सिद्धांत और प्रयोग, दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय।
6. नौटियाल, चक्रधर, बृहद् अनुवाद चन्द्रिका, दिल्ली : मोतीलाल बनारसीदास।
7. द्विवेदी, कपिलदेव, डा., प्रौढरचनानुवादकौमुदी, वाराणसी : विश्वविद्यालय प्रकाशन।

# SECOND YEAR: MAJOR PAPERS

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

# SEMESTER - 3

## Major 2.1: Study of Sanskrit Language in Translation Perspective

**Course objectives:**

1. Understand the structural features of Sanskrit (phonology, morphology, syntax, and semantics) that significantly influence translation into modern languages.
2. Analyze Sanskrit texts from a translator's perspective, identifying linguistic, cultural, and philosophical elements that pose challenges in translation.
3. Develop competence in interpreting key Sanskrit grammatical concepts (such as samāsa, kāraka, sandhi, and verb forms) and their implications for accurate translation.
4. Evaluate different translation strategies and approaches used in rendering Sanskrit texts into English and other Indian languages.

**Learning outcomes:**

After the completion of this course, the students will:

1. Identify key linguistic features of Sanskrit that influence translation, including word formation, syntax, and semantic richness.
2. Explain the role of Sanskrit grammatical structures (such as sandhi, samāsa, kāraka, and verb systems) in shaping meaning during translation.
3. Interpret Sanskrit texts with awareness of cultural and philosophical contexts, essential for accurate translation.
4. Apply appropriate translation strategies to render Sanskrit texts into English or regional languages.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 2.1 | Study of Sanskrit Language in Translation Perspective | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Nature of Sanskrit Language and Meaning.** **Credit 1**

- Structural features of Sanskrit language.
- Inflectional richness and its impact on translation.
- Word order flexibility and meaning construction.
- Levels of meaning: अभिधा, लक्षणा, व्यञ्जना।
- Language–culture relationship in Sanskrit texts.

**Unit II Grammatical Structures from Translation Viewpoint.** **Credit 1**

- Nominal and verbal systems relevant to translation.
- Role of participles and absolutives.

- Use of compounds and long sentences.
- Sandhi and its challenges in translation.
- Grammar-based interpretation of texts.

**Unit III Semantic and Stylistic Aspects. Credit 1**

- Polysemy and contextual meaning in Sanskrit.
- Idioms, technical terms and culture-specific expressions.
- Registers and styles: prose, poetry, śāstra.
- Rasa, dhvani and stylistic nuance in translation.
- Stylistic equivalence in target language.

**Unit IV Applied Language Study and Practice Credit 1**

- Text analysis for translation.
- Identification of linguistic difficulties in texts.
- Translation of selected prose and verse passages.
- Error analysis and correction strategies.
- Language adaptation for different target audiences.

**Essential/Recommended readings/Texts:**

1. First Steps Towards Sanskrit: Language, Linguistics and Culture – Anil K. Biltoo — A modern introduction to Sanskrit language and linguistic features that helps build the foundation before tackling translation issues.
2. Sanskrit Vyakaran Evam Bhasha-Vigyan – Kapildev Dubey — Combines traditional Sanskrit grammar with basic linguistic theory useful for translators.
3. संस्कृत व्याकरण अनुवाद कला – Lalit Kumar Mandal — Focuses on Sanskrit grammar with an eye toward translation; useful for understanding structural issues important in translation tasks.
4. Essentials of Sanskrit Grammar and Translation – Ram Chandra Sharma (available via archive.org) – A classic resource that integrates grammar learning with translation.

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

## Major 2.2: Challenges in Sanskrit Translation

**Course objectives:**

1. To introduce students to the linguistic and semantic complexities involved in Sanskrit translation.
2. To develop an understanding of grammatical, syntactical, and stylistic challenges in translating Sanskrit texts.
3. To train students in applying appropriate translation strategies for literary, philosophical, and technical Sanskrit works.
4. To enhance critical thinking in interpreting culturally and contextually embedded Sanskrit expressions.

**Learning outcomes:**

After the completion of this course, the students will:

1. Students will be able to identify major linguistic and grammatical challenges in Sanskrit translation.
2. Students will demonstrate the ability to translate simple Sanskrit texts with contextual accuracy.
3. Students will analyze multiple interpretations of Sanskrit passages and justify translation choices.
4. Students will apply suitable translation techniques while preserving meaning, tone, and cultural significance.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 2.2 | Challenges in Sanskrit Translation | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Linguistic Challenges.** **Credit 1**

- Rich inflectional system of Sanskrit.
- Flexible word order and syntactic ambiguity.
- Polysemy and homonymy of Sanskrit words.
- Complex verb forms and participial constructions.
- Difficulties in identifying subject–object relations.

**Unit II Grammatical and Structural Challenges.** **Credit 1**

- Interpretation of long compounds (समास)
- Sandhi resolution in continuous texts.
- Ellipsis and implied grammatical elements.
- Differences between Sanskrit and target language structures.

- Sentence restructuring without loss of meaning.

**Unit III Cultural and Literary Challenges . Credit 1**

- Culture-specific concepts and untranslatable terms.
- Rasa, dhvani and aesthetic elements.
- Idioms, metaphors and symbolic expressions.
- Religious, philosophical and śāstric terminology.
- Contextual and intertextual references.

**Unit IV Practical and Modern Challenges. Credit 1**

- Maintaining fidelity vs readability.
- Translator bias and interpretative subjectivity.
- Limitations of machine translation for Sanskrit.
- Standardization of technical terminology.
- Editing, revision and quality assessment in translation.

**Essential/Recommended readings/Texts:**

1. Cardona, George, Panini: A Survey of Research, Delhi : Motilal Banarsidass.
2. Apte, Vasudev Shastri, The Practical Sanskrit–English Dictionary, Delhi : Motilal Banarsidass.
3. Gonda, Jan, The Medium in Ancient Indian Culture, Leiden : Brill.
4. Radhakrishnan, Sarvepalli, Indian Philosophy (Vols. I–II), Oxford University Press.
5. नागेन्द्र, डा., अनुवाद विज्ञान : सिद्धांत और प्रयोग, दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय।
6. नौटियाल, चक्रधर, बृहद् अनुवाद चन्द्रिका, दिल्ली : मोतीलाल बनारसीदास।
7. द्विवेदी, कपिलदेव, डा., प्रौढरचनानुवादकौमुदी, वाराणसी : विश्वविद्यालय प्रकाशन।

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

## Major 2.3: Translation Techniques

**Course objectives:**

1. Understand the concept and importance of translation techniques in conveying meaning accurately.
2. Identify and distinguish between major translation techniques used in professional translation.
3. Apply appropriate translation techniques to different text types and contexts.
4. Evaluate the effectiveness of translation choices based on linguistic and cultural considerations.

**Learning outcomes:**

After the completion of this course, the students will:

1. Define and explain key translation techniques such as borrowing, calque, modulation, and adaptation.
2. Analyze translated texts to identify the techniques employed by translators.
3. Select suitable translation techniques when translating various genres (literary, technical, and pragmatic texts).
4. Produce target texts that are accurate, natural, and culturally appropriate using appropriate techniques.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 2.3 | Translation Techniques | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Basic Translation Techniques.** **Credit 1**

- Borrowing and transliteration.
- Literal translation and calque.
- Modulation and transposition.
- Equivalence and adaptation.
- Selection of appropriate technique based on text type.

**Unit II Techniques for Lexical and Grammatical Transfer.** **Credit 1**

- Handling polysemy and synonymy.
- Translation of compounds (समास)
- Techniques for participles and absolutives.
- Tense, aspect and voice adjustment.
- Dealing with grammatical mismatches.

**Unit III Stylistic and Literary Translation Techniques.** **Credit 1**

- Translating prose, poetry and drama.
- Techniques for metaphors, similes and imagery.
- Rasa-oriented and meaning-oriented strategies.
- Maintaining tone, register and style.
- Creative techniques in literary translation.

**Unit IV Applied and Technology-Assisted Techniques.** **Credit 1**

- Pre-editing and post-editing techniques.
- Use of CAT tools and translation memory.
- Techniques for technical and academic texts.
- Revision, proofreading and quality control methods.
- Ethical and responsible use of translation techniques.

**Essential/Recommended readings/Texts:**


1. Molina, Lucia, & Albir, Amparo Hurtado, *Translation Techniques Revisited: A Dynamic and Functionalist Approach*, (2002), Amsterdam : *Meta: Journal des Traducteurs*.
2. Newmark, Peter, *A Textbook of Translation*, (1988), New Delhi : Prentice Hall.
3. Baker, Mona, *In Other Words: A Coursebook on Translation* (3rd ed.), (2018), London : Routledge.
4. Vinay, Jean-Paul, & Darbelnet, Jean, *Comparative Stylistics of French and English: A Methodology for Translation*, (1995), Amsterdam : John Benjamins.
5. नागेन्द्र, डा., *अनुवाद विज्ञान : सिद्धांत और प्रयोग*, दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय।
6. नौटियाल, चक्रधर, *बृहद् अनुवाद चन्द्रिका*, दिल्ली : मोतीलाल बनारसीदास।
7. द्विवेदी, कपिलदेव, डा., *प्रौढरचनानुवादकौमुदी*, वाराणसी : विश्वविद्यालय प्रकाशन।

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

## Major 2.4: Role of Grammar in Translation

**Course objectives:**

1. To understand the importance of grammatical structures in the source and target languages during translation.
2. To analyze grammatical differences between languages and their impact on meaning transfer.
3. To develop the ability to apply correct grammatical rules in producing accurate and natural translations.
4. To enhance learners' awareness of grammatical equivalence and shifts in translation.

**Learning outcomes:**

After the completion of this course, the students will:

1. Identify key grammatical features that influence translation accuracy.
2. Compare and contrast grammatical systems of source and target languages.
3. Apply appropriate grammatical transformations to maintain meaning and clarity in translation.
4. Produce grammatically accurate and contextually appropriate translated texts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 2.4 | Role of Grammar in Translation | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Grammar as the Foundation of Translation.** **Credit 1**

- Concept of grammar (Vyākaraṇa) in language comprehension.
- Relation between grammar, meaning (artha), and context.
- Grammar as a tool for decoding source text.
- Importance of grammatical awareness in accurate translation.

**Unit II Morphological Elements and Translation.** **Credit 1**

- Role of Śabdarūpa (nominal forms) in translation.
- Vibhakti (case endings) and syntactic meaning.
- Kāraka theory and its application in translation.
- Gender, number, and person agreement in target language.

**Unit III Verbal System and Sentence Construction.** **Credit 1**

- Dhātu, Lakāra, Puruṣa, Vacana in translation.
- Voice (Kartari, Karmani, Bhāve) and translation choices.
- Tense–aspect–mood equivalence across languages.
- Finite and non-finite verb forms (kṛdanta, taddhita).

**Unit IV Syntactic and Semantic Role of Grammar in Translation. Credit 1**

- Sentence types and word order variation.
- Sandhi and Samāsa interpretation in translation.
- Ambiguity arising from grammatical structures.
- Grammar-based strategies to avoid mistranslation.

**Essential/Recommended readings/Texts:**

1. Baker, Mona, In Other Words: A Coursebook on Translation, (2018), London : Routledge.
2. Newmark, Peter, A Textbook of Translation, (1988), New Delhi : Prentice Hall.
3. Catford, John Cunnison, A Linguistic Theory of Translation, (1965), Oxford : Oxford University Press.
4. Nida, Eugene Albert, & Taber, Charles Russell, The Theory and Practice of Translation, (2003), Leiden : Brill.
5. नागेन्द्र, डा., अनुवाद विज्ञान : सिद्धांत और प्रयोग, दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय।
6. नौटियाल, चक्रधर, बृहद् अनुवाद चन्द्रिका, दिल्ली : मोतीलाल बनारसीदास।
7. द्विवेदी, कपिलदेव, डा., प्रौढरचनानुवादकौमुदी, वाराणसी : विश्वविद्यालय प्रकाशन।

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

## Major 2.5: Practice of Basics in Sanskrit Language

**Course objectives:**

1. To introduce learners to the fundamental elements of the Sanskrit language.
2. To develop basic skills in reading, writing, and pronunciation of Sanskrit.
3. To familiarize students with elementary Sanskrit grammar and vocabulary.
4. To encourage practical usage of Sanskrit through simple sentences and exercises.

**Learning outcomes:**

After the completion of this course, the students will:

1. Recognize and correctly pronounce Sanskrit letters and sounds.
2. Understand and apply basic grammatical concepts such as nouns, verbs, and cases.
3. Construct simple sentences in Sanskrit using basic vocabulary.
4. Read and comprehend short and simple Sanskrit texts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 2.5 | Practice of Basics in Sanskrit Language | 02 | 0 | 02 | 04 |

**Details of Course:**

**Unit I Script, Pronunciation, and Basic Vocabulary.** **Credit 1**

- Devanāgarī script: vowels, consonants, mātrās
- Pronunciation rules (varṇa-ucchāraṇa, sthāna, prayatna)
- Simple Sanskrit vocabulary (nouns, verbs, indeclinables)
- Everyday expressions and basic sentence patterns.

**Unit II Basic Nominal Forms and Case Usage.** **Credit 1**

- Introduction to Subanta system.
- Gender (liṅga), number (vacana), and case (vibhakti)
- Declension of common nouns and pronouns.
- Practical use of cases in simple sentences.

**Unit III Verbal Forms and Simple Sentences.** **Credit 1**

- Introduction to Dhātu and verb conjugation.
- Present tense (laṭ-lakāra) forms.
- Person (puruṣa) and number agreement.
- Formation of affirmative, negative, and interrogative sentences.

**Unit IV Reading, Comprehension, and Elementary Translation.** **Credit 1**

- Reading of simple prose and verses.
- Understanding meaning through context.
- Basic sentence-level translation (Sanskrit ↔ modern language).

- Writing short paragraphs in simple Sanskrit.

**Essential/Recommended readings/Texts:**


1. Deshpande, Madhav M., Saṃskṛta-Subodhinī: A Sanskrit Primer, (1997), Ann Arbor : University of Michigan Press.
2. Goldman, Robert P., & Goldman, Sally J., Devavāṇīpraveśikā: An Introduction to the Sanskrit Language, (2004), Delhi : Motilal Banarsidass.
3. Coulson, Michael, Teach Yourself Sanskrit, (2003), London : Hodder Education.
4. Apte, Vasudeo Shastri, A Practical Sanskrit Grammar, (2015), Delhi : Motilal Banarsidass.
5. नागेन्द्र, डा., अनुवाद विज्ञान : सिद्धांत और प्रयोग, दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय।
6. नौटियाल, चक्रधर, बृहद् अनुवाद चन्द्रिका, दिल्ली : मोतीलाल बनारसीदास।
7. द्विवेदी, कपिलदेव, डा., प्रौढरचनानुवादकौमुदी, वाराणसी : विश्वविद्यालय प्रकाशन।

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

# SEMESTER - 4

## Major 2.6: Study of Sanskrit Sastras in Perspective of Translation

**Course Objectives:**

1. To introduce students to major Sanskrit Śāstras.
2. To study the linguistic, philosophical, and cultural features of Śāstric texts.
3. To examine challenges involved in translating Sanskrit Śāstras.
4. To apply translation theories and strategies to Śāstric texts.

**Learning Outcomes:**

After the completion of this course, the students will:

1. Understand the nature and scope of Sanskrit Śāstras.
2. Analyze Śāstric language from a translation perspective.
3. Identify problems and strategies in translating Sanskrit texts.
4. Translate selected Śāstric passages into a target language effectively.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 2.6 | Study of Sanskrit Sastras in Perspective of Translation | 04 | 0 | 00 | 04 |

**Details of Course:**

**Unit I Introduction to Sanskrit Śāstras.** **Credit 1**

- Meaning and classification of Śāstra.
- Characteristics of Śāstric literature.
- Importance of Śāstras in Indian knowledge systems.
- Overview of major Śāstras:
    - Vyākaraṇa.
    - Darśana.
    - Dharmaśāstra.
    - Arthashāstra.
    - Nāṭyaśāstra.
    - Alaṅkāraśāstra.

**Unit II Language and Style of Sanskrit Śāstras.** **Credit 1**

- Technical vocabulary and terminology.
- Sūtra style and its implications for translation.
- Commentarial tradition (Bhāṣya, Vṛtti, Ṭīkā)
- Syntax and semantic density.
- Use of metaphor, aphorism, and ellipsis.

**Unit III Translation Theory and Sanskrit Texts.** **Credit 1**

- Concept of meaning in Sanskrit philosophy:
    - Śabda.
    - Artha.
    - Lakṣaṇā.
    - Vyañjanā.
- Equivalence and untranslatability.
- Literal vs interpretative translation.
- Cultural and philosophical constraints in translation.
- Western and Indian perspectives on translation.

**Unit IV Translation Practice of Sanskrit Śāstras** **Credit 1**

- Translation of selected passages from:
    - Vyākaraṇa texts (e.g., Pāṇini, Patañjali)
    - Darśana texts (e.g., Sāṅkhya, Nyāya, Vedānta)
    - Dharmaśāstra / Arthashāstra.
- Comparative study of existing translations.
- Annotation, glossary preparation, and commentary.
- Evaluation of accuracy, clarity, and faithfulness.

**Essential/Recommended readings/Texts:**


1. उपाध्याय, रामजी, आधुनिक संस्कृत नाटक, (1996), वाराणसी : चौखम्बा सुरभारती प्रकाशन।
2. त्रिपाठी, राधावल्लभ, संस्कृत साहित्य : बीसवीं शताब्दी, (1999), दिल्ली : राष्ट्रीय संस्कृत संस्थान।
3. द्विवेदी, मीरा, आधुनिक संस्कृत महिला नाटककार, (2000), दिल्ली : परिमल पब्लिकेशन्स।
4. कुलश्रेष्ठ, रुचि, बीसवीं शताब्दी का संस्कृत लघुकथा साहित्य, (2008), दिल्ली : राष्ट्रीय संस्कृत संस्थान।
5. शास्त्री, कलानाथ, आधुनिक काल का संस्कृत गद्य-साहित्य, (1995), दिल्ली : राष्ट्रीय संस्कृत संस्थान।
6. शुक्ल, हीरालाल, आधुनिक संस्कृत साहित्य, (1971), इलाहाबाद : रचना प्रकाशन।
7. द्विवेदी, रहस विहारी, आधुनिक महाकाव्य समीक्षणम्।
8. त्रिपाठी, राधावल्लभ, संस्कृत साहित्य : बीसवीं शताब्दी, (1999), दिल्ली।
9. Joshi, K. R., & Ayachuit, S. M., Post-Independence Sanskrit Literature, (1991), Nagpur.
10. Prajapati, Manibhai K., Post-Independence Sanskrit Literature: A Critical Survey, (2005), Patna.
11. Satyavrat, Usha, Sanskrit Dramas of the Twentieth Century, (1987), Delhi : Mehar Chand Lachmandas.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

## Major 2.7: How to do Sastra Translation

**Course Objectives:**

1. To train students in methodology of translating Sanskrit Śāstric texts.
2. To familiarize learners with Śāstric language, structure, and conventions.
3. To develop competence in accurate, readable, and annotated translation.
4. To address linguistic, philosophical, and cultural challenges in translation.

**Learning Outcomes:**

After the completion of this course, the students will:

1. Read and analyze Sanskrit Śāstric texts independently.
2. Apply suitable translation strategies for different Śāstras.
3. Handle technical terminology and philosophical concepts.
4. Produce well-annotated translations with glossaries.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 2.7 | How to do Sastra Translation | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Understanding the Sanskrit Śāstra Text.** **Credit 1**

- Nature and purpose of Śāstra.
- Types of Śāstric texts (Sūtra, Kārikā, Bhāṣya, Vṛtti, Ṭīkā)
- Textual structure and argumentation.
- Importance of traditional commentaries.
- Identifying the target reader in translation.

**Unit II Linguistic Tools for Śāstra Translation.** **Credit 1**

- Sentence analysis (Sandhi, Samāsa, Kāraṇa)
- Technical and discipline-specific terminology.
- Polysemy and contextual meaning.
- Use of dictionaries, kośas, and traditional glosses.
- Transliteration and transcription norms.

**Unit III Translation Strategies and Techniques.** **Credit 1**

- Literal, semantic, and interpretative translation.
- Dealing with untranslatable concepts.
- Use of footnotes, annotations, and explanations.
- Cultural adaptation vs philosophical fidelity.
- Translating sūtras and aphoristic language.

**Unit IV Guided Translation Practice.** **Credit 1**

- Step-by-step translation of selected passages from:
  - Vyākaraṇa
  - Darśana (Nyāya, Sāṅkhya, Vedānta)
  - Dharmaśāstra / Arthashāstra
- Comparative study of existing translations
- Preparing glossaries and commentaries
- Editing and revision of translated text

**Essential/Recommended readings/Texts:**


1. Dasgupta, Surendranath, *A History of Indian Philosophy*, Vols. I–V, (1951), Cambridge : Cambridge University Press.
2. Radhakrishnan, Sarvepalli, *Indian Philosophy*, Vols. I–II, (1951), London : George Allen & Unwin.
3. Radhakrishnan, Sarvepalli, *The Principal Upanishads*, (1953), London : George Allen & Unwin.
4. Prabhupada, A. C. Bhaktivedanta Swami, *Bhagavad Gita: As It Is*, (1972), New York : Macmillan.
5. Easwaran, Eknath, *The Essence of the Upanishads*, (1987), Tomales : Nilgiri Press.
6. Deussen, Paul, *The Philosophy of the Upanishads*, (1906), Edinburgh : T. & T. Clark.
7. Sivananda, Swami, *The Teachings of the Bhagavad Gita*, (1957), Rishikesh : Divine Life Society.
8. Sharma, Chandradhar, *The Advaita Tradition in Indian Philosophy*, (1962), Delhi : Motilal Banarsidass.
9. Vivekananda, Swami, *Vedanta: Voice of Freedom*, (1989), Calcutta : Advaita Ashrama.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

## Major 2.8: Study of Poetic and Dramatic Literature according to Translation

**Course objectives:**

1. To familiarize students with the distinctive features of poetic and dramatic texts and the challenges they pose in translation.
2. To develop an understanding of theories and strategies used in translating poetry and drama.
3. To analyze how culture, aesthetics, rhythm, and performance influence translation choices in literary texts.
4. To enable students to critically evaluate translated poetic and dramatic works in comparison with their source texts.

**Learning outcomes:**

After the completion of this course, the students will:

1. Identify the linguistic, stylistic, and cultural complexities involved in translating poetry and drama.
2. Apply appropriate translation strategies for metaphor, imagery, rhythm, dialogue, and stage directions.
3. Compare source texts and their translations to assess fidelity, creativity, and performability.
4. Produce basic translations of short poems or dramatic excerpts with justified translation decisions.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 2.8 | Study of Poetic and Dramatic Literature according to Translation | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Nature of Poetry and Drama in Translation Perspective.** **Credit 1**

- Characteristics of poetic (Kāvya) and dramatic (Nāṭya) literature.
- Difference between literary and non-literary translation.
- Role of aesthetics in translation.
- Translator as creative mediator.
- Translation Perspective: Understanding literary form before translating content.

**Unit II Translation of Poetic Literature (Kāvya)** **Credit 1**

- Translation of rasa, bhāva, and alaṅkāra.
- Metre (chandas) and its translatability.
- Imagery, symbolism, and suggestion (dhvani)
- Literal vs free translation in poetry.
- Translation Perspective:
  Preserving poetic beauty and emotional impact.

**Unit III Translation of Dramatic Literature (Nāṭaka)** **Credit 1**

- Structure of Sanskrit drama.
- Dialogue, stage directions, and performative elements.
- Characterization and speech styles.
- Cultural context and dramatic conventions in translation.
- Translation Perspective:
  Adapting drama for reading and performance.

**Unit IV Practical Translation and Comparative Study.** **Credit 1**

- Translation of selected verses and dramatic scenes.
- Comparative analysis of multiple translations.
- Annotation and explanatory notes.
- Evaluation of translated poetic and dramatic texts.

**Essential/Recommended readings/Texts:**

1. Bassnett, Susan. Translation Studies. Routledge (Foundational text on literary translation, including poetry and drama.)
2. Lefevere, André. Translating Poetry: Seven Strategies and a Blueprint. Van Gorcum (Classic work on poetic translation strategies.)
3. Bassnett, Susan & Lefevere, André (eds.). Translation, History and Culture. Routledge (Explores cultural and literary dimensions of translation.)
4. Pavis, Patrice. Theatre at the Crossroads of Culture. Routledge (Essential for understanding drama translation and performance issues.)

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

## Major 2.9: How to do Poetic and Dramatic Literature according to Translation

**Course objectives:**

1. Understand stylistic and aesthetic features: Develop sensitivity to the poetic and dramatic forms, including meter, rhyme, imagery, and dramatic conventions.
2. Analyze source texts critically: Identify cultural, linguistic, and contextual nuances in poetry and drama.
3. Apply translation strategies effectively: Employ literal, adaptive, or creative translation methods suited to literary texts.
4. Preserve meaning and effect: Maintain the artistic, emotional, and rhetorical impact of the original work in the target language.

**Learning outcomes:**

After the completion of this course, the students will:

1. Recognize literary features: Identify stylistic devices, imagery, rhythm, and dramatic elements in source texts.
2. Evaluate translation challenges: Critically assess the difficulties of translating poetry and drama, including cultural references and wordplay.
3. Produce high-quality translations: Translate poetic or dramatic texts while preserving meaning, tone, and literary aesthetics.
4. Reflect on translation choices: Justify translation strategies and revisions with reference to theory and literary sensibility.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 2.9 | How to do Poetic and Dramatic Literature according to Translation | 03 | 0 | 01 | 04 |

**Details of Course:**

**Unit I Nature of Poetic and Dramatic Language in Translation. Credit 1**

- Characteristics of poetic language: rasa, dhvani, alankāra, chandas
- Characteristics of dramatic language: dialogue, stage direction, nāṭyadharmī & lokadharmī
- Differences between prose, poetry, and drama in translation.
- Concept of aesthetic equivalence vs literal equivalence.

**Unit II Translation of Poetry. Credit 1**

- Problems in translating meter, rhyme, rhythm, and sound patterns.
- Translation of imagery, metaphor, symbolism, and figures of speech.
- Rasa and bhāva transmission in translated poetry.
- Comparative study: literal, free, and transcreation approaches in poetry.
- Practice Component:

Translation of selected verses from Sanskrit poetry (e.g., Kālidāsa, Bhāravi, Jayadeva).

**Unit III Translation of Dramatic Literature. Credit 1**

- Translation of dialogues, monologues, and dramatic situations.
- Cultural and contextual adaptation in drama translation.
- Translation of stage directions, gestures, and dramatic conventions.
- Issues of performability and audience reception.
- Practice Component:
  Translation of selected scenes from Sanskrit dramas (e.g., Abhijñānaśākuntalam, Mṛcchakaṭika).

**Unit IV Applied Translation and Critical Evaluation. Credit 1**

- Comparative study of original and translated poetic/dramatic texts.
- Evaluation of existing translations (Indian and Western translators).
- Student translation project (poem or dramatic scene)
- Critical commentary on translation choices and strategies.

**Essential/Recommended readings/Texts:**

1. Teacher's notes, ppt, and handout
2. E-Content suggested by Teacher
3. Newmark, Peter. A Textbook of Translation. (Prentice Hall, 1988) – Classic framework for translation theory.
4. Bassnett, Susan. Translation Studies. (Routledge, 2014) – Comprehensive guide to literary translation, including poetry and drama.
5. Lefevere, André. Translation, Rewriting, and the Manipulation of Literary Fame. (Routledge, 1992) – Focuses on literary strategies.
6. Venuti, Lawrence. The Translator's Invisibility: A History of Translation. (Routledge, 2008) – Examines translator choices and visibility, relevant to creative literature.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

## Major 2.10: Practice of Śāstra Concepts in Sanskrit literature

**Course Objectives:**

1. To introduce students to major Sanskrit Śāstras and their core concepts.
2. To develop the ability to apply Śāstric principles to texts and examples.
3. To train students in analytical and interpretative skills.
4. To connect theoretical knowledge with practical textual understanding.

**Learning Outcomes:**

After the completion of this course, the students will:

1. Identify key concepts across different Śāstras.
2. Apply Śāstric theories to Sanskrit texts.
3. Analyze verses and prose using classical frameworks.
4. Demonstrate practical understanding through exercises and examples.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 2.10 | Practice of Śāstra Concepts in Sanskrit literature | 01 | 0 | 03 | 04 |

**Details of Course:**

**Unit I Practice of Vyākaraṇa Concepts.** **Credit 1**

- Concept of Śabda and Pada.
- Sandhi and Samāsa: identification and analysis.
- Kāraka theory and sentence construction.
- Application of basic Pāṇinian rules in examples.
- Practical parsing of selected sentences.

**Unit II Practice of Alaṅkāra and Kāvya Concepts.** **Credit 1**

- Kāvya: nature and types.
- Identification and explanation of:
    - Śabda Alaṅkāras
    - Artha Alaṅkāras
- Guṇa, Doṣa, and Rīti in poetry
- Analysis of selected verses from classical kāvya.

**Unit III Practice of Rasa, Dhvani, and Bhāva Concepts.** **Credit 1**

- Rasa theory: components and realization.
- Practice of identifying:
    - Sthāyibhāva.
    - Vibhāva, Anubhāva, Vyabhicāribhāva.
- Dhvani: types and application.
- Interpretation of rasa in poetry and drama.

**Unit IV Practice of Darśana and Dharma Concepts.** **Credit 1**

- Basic philosophical concepts:
  - Pramāṇa, Prameya.
  - Puruṣārtha.
- Application of Nyāya reasoning in examples.
- Dharma concepts in selected Śāstric passages.
- Interpretation of philosophical prose.

**Essential/Recommended readings/Texts:**


1. संस्कृत साहित्य का इतिहास, डॉ० उमाशंकर शर्मा ऋष, ऋषि प्रकाशन, दिल्ली।
2. *History of Classical Sanskrit Literature*, Keith, A.B., MLBD, Delhi
3. "A Sanskrit Grammar for Students" by Arthur Anthony Macdonell – A classic reference for Sanskrit grammar essentials.
4. "Sanskrit Manual: A Quick-Reference Guide to the Phonology and Grammar of Classical Sanskrit" by Roderick S. Bucknell – Useful for practical translation exercises.
5. "Teach Yourself Sanskrit" by Michael Coulson – Focused on beginner-level sentence construction and translation.
6. "Introduction to Sanskrit" by Thomas Egenes – Emphasizes simple sentences, grammar, and translation practice.

# THIRD YEAR: MAJOR PAPERS

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

# SEMESTER - 5

## Major 3.1: Research Methodology in Sanskrit Translation

**Course Objectives:**

1. To introduce students to research methods specific to Sanskrit translation.
2. To train learners in systematic research design and methodology.
3. To develop skills in textual analysis, comparison, and critical evaluation.
4. To enable preparation of research proposals and scholarly work.

**Learning Outcomes:**

After completing the course, the students will:

1. Understand research paradigms in translation studies.
2. Select appropriate methodologies for Sanskrit translation research.
3. Analyze and evaluate translations critically.
4. Prepare research proposals, reviews, and academic papers.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 3.1 | Research Methodology in Sanskrit Translation | 03 | 0 | 01 | 04 |

**Details of Course:**

**Unit I Fundamentals of Research and Translation Studies.** **Credit 1**

- Meaning, nature, and objectives of research.
- Types of research:
  - Basic, applied, interdisciplinary.
- Translation Studies as a discipline.
- Scope of Sanskrit translation research.
- Research ethics and academic integrity.

**Unit II Research Design in Sanskrit Translation.** **Credit 1**

- Selection of research problem and hypothesis.
- Source text and target text selection.
- Research questions in translation studies.
- Corpus-based vs text-based research.
- Role of commentaries and traditional exegesis.

**Unit III Tools and Techniques of Translation Research.** **Credit 1**

- Textual criticism and manuscript awareness.
- Comparative translation analysis.
- Terminology studies and glossary preparation.
- Use of Kośas, Dictionaries, Bhāṣyas, Ṭīkās.

- Digital tools and online Sanskrit resources.

**Unit IV Data Analysis, Evaluation, and Academic Writing. Credit 1**

- Methods of translation analysis:
  - Linguistic.
  - Semantic.
  - Cultural.
  - Philosophical.
- Evaluation criteria: fidelity, equivalence, readability.
- Documentation, citation styles, and referencing.
- Writing research proposals, abstracts, and chapters.

**Essential/Recommended readings/Texts:**

1. डॉ. उमाशंकर शर्मा ऋषि, *संस्कृत साहित्य का इतिहास*, दिल्ली : ऋषि प्रकाशन।
2. *History of Classical Sanskrit Literature*, Keith, A.B., MLBD, Delhi
3. "A Sanskrit Grammar for Students" by Arthur Anthony Macdonell - A classic reference for Sanskrit grammar essentials.
4. "Sanskrit Manual: A Quick-Reference Guide to the Phonology and Grammar of Classical Sanskrit" by Roderick S. Bucknell - Useful for practical translation exercises.
5. "Teach Yourself Sanskrit" by Michael Coulson - Focused on beginner-level sentence construction and translation.
6. "Introduction to Sanskrit" by Thomas Egenes - Emphasizes simple sentences, grammar, and translation practice.
7. डॉ. सत्यनारायणाचार्यः, *संस्कृतानुसन्धानप्रविधिः*, वाराणसी : चौखम्बा पुस्तक सिरीज।

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Major 3.2: Scope of Research in Sanskrit Translation

**Course Objectives:**

1. To introduce students to research areas in Sanskrit translation.
2. To familiarize learners with methodologies and tools for translation research.
3. To develop skills in identifying research problems and themes.
4. To encourage interdisciplinary and comparative translation studies.

**Learning Outcomes:**

After completing the course, the students will:

1. Identify major research domains in Sanskrit translation.
2. Formulate viable research questions.
3. Apply appropriate research methods in translation studies.
4. Critically evaluate translations of Sanskrit texts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 3.2 | Scope of Research in Sanskrit Translation | 03 | 0 | 01 | 04 |

**Details of Course:**

**Unit I Foundations of Research in Sanskrit Translation.** **Credit 1**

- Nature and importance of research in translation.
- Translation studies: scope and evolution.
- Sanskrit translation: historical overview (India and the West)
- Types of translation research:
  - Descriptive.
  - Analytical.
  - Comparative.
  - Applied.

**Unit II Areas and Themes of Research.** **Credit 1**

- Translation of Śāstric texts (Darśana, Vyākaraṇa, Dharma)
- Translation of Kāvya and Nāṭaka.
- Translation of technical and scientific Sanskrit texts.
- Manuscript-based translation studies.
- Translation of commentarial literature.

**Unit III Methods and Tools for Translation Research.** **Credit 1**

- Text selection and corpus building.
- Source-text and target-text analysis.
- Terminology management and glossary creation.

- Use of Dictionaries, Kośas, Commentaries.
- Digital tools and resources for Sanskrit translation.

**Unit IV Critical Evaluation and Research Practice. Credit 1**

- Comparative study of multiple translations.
- Issues of equivalence, fidelity, and readability.
- Cultural and philosophical untranslatability.
- Ethics of translation and authorship.
- Preparation of research proposal and review of literature.

**Essential/Recommended Readings/Texts:**

1. RIG-VEDA, H. H. Wilson, The Bangalore Printing & Publishing Co. LTD, Bangalore City, 1946.
2. New Vedic Selection, Telang and Choubey, Bharatiya Vidya Prakashan, Varanasi, 1997.
3. "A Sanskrit Grammar for Students" by Arthur Anthony Macdonell – A classic reference for Sanskrit grammar essentials.
4. "Sanskrit Manual: A Quick-Reference Guide to the Phonology and Grammar of Classical Sanskrit" by Roderick S. Bucknell – Useful for practical translation exercises.
5. "Teach Yourself Sanskrit" by Michael Coulson – Focused on beginner-level sentence construction and translation.
6. "Introduction to Sanskrit" by Thomas Egenes – Emphasizes simple sentences, grammar, and translation practice.
7. डा. सत्यनारायणाचार्यः, *संस्कृतानुसन्धानप्रविधिः*, वाराणसी : चौखम्बा पुस्तक सिरीज।

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Major 3.3: Translation Methods for Sanskrit Literature

**Course objectives:**

1. To introduce major theories and methods used in translating Sanskrit literary texts into modern languages.
2. To analyze the linguistic, cultural, and philosophical challenges involved in Sanskrit translation.
3. To develop critical awareness of fidelity, readability, and interpretative freedom in translation practices.
4. To equip learners with practical skills for translating selected Sanskrit literary genres such as kāvya, itihāsa, and śāstra.

**Learning outcomes:**

After completing the course, the students will:

1. Identify and explain major translation methods applied to Sanskrit literature.
2. Critically evaluate existing translations of Sanskrit texts using theoretical frameworks.
3. Apply appropriate translation strategies to short Sanskrit literary passages.
4. Demonstrate sensitivity to cultural context, rasa, and stylistic features while translating.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical / Practice | |
| Major 3.3 | Translation Methods for Sanskrit Literature | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Traditional and Classical Translation Methods.** **Credit 1**

- Concept of Anuvāda and Bhāṣāntara in Indian tradition.
- Commentarial tradition and its role in translation.
- Literal (Śabda-pradhāna) and Sense-oriented (Artha-pradhāna) methods.
- Use of Ṭīkā, Bhāṣya, and Vṛtti as translation aids.
- Merits and limitations of traditional methods.

**Unit II Modern Translation Methods and Approaches.** **Credit 1**

- Free, adaptive, and communicative translation.
- Dynamic vs. formal equivalence.
- Cultural and contextual translation methods.
- Target-reader oriented translation.
- Comparative study of Indian and Western methods.

**Unit III Genre-Specific Translation Methods.** **Credit 1**

- Translation of Kāvya (poetic devices, rasa, alaṅkāra)
- Translation of Nāṭaka (dialogue, performance elements)

- Translation of Śāstra texts (precision and terminology)
- Translation of Kathā and Itihāsa–Purāṇa literature.
- Genre-based methodological challenges.

**Unit IV Applied Translation Practice and Evaluation. Credit 1**

- Method selection based on text type.
- Practical translation of prose, poetry, and drama.
- Comparative analysis of multiple translations.
- Evaluation criteria for Sanskrit literary translation.
- Revision, editing, and stylistic refinement.

**Essential/Recommended readings/Texts:**

1. Nida, Eugene A. Toward a Science of Translating. Leiden: E.J. Brill.
2. Bassnett, Susan. Translation Studies. Routledge.
3. Ramanujan, A.K. The Interior Landscape: Love Poems from a Classical Tamil Anthology (Introduction for translation insights applicable to Sanskrit).
4. Bhattacharya, Kamaleswar. Sanskrit Translation and Interpretation. (Selected essays).

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Major 3.4: Panchatantra and Hitopadesa Translation & Pedagogy

**Course objectives:**

1. To familiarize students with the didactic structure and narrative techniques of the Pañcatantra and Hitopadeśa.
2. To develop translation skills from Sanskrit to English/modern Indian languages with contextual accuracy.
3. To analyze the pedagogical intent behind animal fables and moral storytelling.
4. To understand the relevance of these texts in traditional and modern educational practices.

**Learning outcomes:**

After completing the course, the students will:

1. Translate selected stories from the Pañcatantra and Hitopadeśa with linguistic and cultural sensitivity.
2. Explain the educational philosophy and moral framework embedded in the texts.
3. Compare storytelling as a teaching method in ancient Indian pedagogy with modern approaches.
4. Apply narrative-based learning strategies derived from these texts in contemporary classroom contexts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical / Practice | |
| Major 3.4 | Panchatantra and Hitopadesa Translation & pedagogy | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Textual Introduction and Literary Background.** **Credit 1**

- Origin, authorship, and historical background of Pañcatantra.
- Hitopadeśa: sources, structure, and objectives.
- Narrative framework, fables, and moral instruction.
- Language, style, and didactic features.
- Relevance of these texts in Indian and world literature.

**Unit II Translation Techniques for Narrative Literature.** **Credit 1**

- Methods of translating fables and stories.
- Rendering dialogues, verses, and mixed prose–poetry (campū)
- Cultural adaptation and explanation of morals (nīti)
- Handling idioms, metaphors, and animal symbolism.
- Maintaining simplicity and clarity for target readers.

**Unit III Pedagogical Approaches through Translation. Credit 1**

- Storytelling as a teaching tool.
- Translation for different learner levels (school, UG, general readers)
- Moral education and value-based pedagogy.
- Use of bilingual texts and parallel translations.
- Classroom activities based on translated stories.

**Unit IV Practical Translation and Teaching Applications. Credit 1**

- Translation of selected stories from Pañcatantra and Hitopadeśa.
- Comparative study of Sanskrit and modern-language translations.
- Preparation of teaching modules using translated texts.
- Evaluation of student translations.
- Creative pedagogy: retelling, dramatization, and adaptation.

**Essential/Recommended readings/Texts:**

1. Edgerton, Franklin. The Pañcatantra Reconstructed. Motilal Banarsidass.
2. Ryder, Arthur W. The Panchatantra. University of Chicago Press.
3. Kale, M. R. The Hitopadeśa. Motilal Banarsidass.
4. Olivelle, Patrick. Teaching Wisdom: Ancient Indian Pedagogical Texts. Oxford University Press.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Major 3.5: Practice of Sanskrit Texts

**Course objectives:**

1. To develop reading and comprehension skills in classical Sanskrit texts.
2. To train students in accurate pronunciation, recitation, and oral practice of Sanskrit passages.
3. To enhance grammatical application through continuous textual practice.
4. To cultivate appreciation of Sanskrit literary styles and genres through guided practice.

**Learning outcomes:**

After completing the course, the students will:

1. Read and recite Sanskrit texts with correct pronunciation and intonation.
2. Comprehend selected Sanskrit passages using contextual and grammatical analysis.
3. Apply Sandhi, Samāsa, and Vibhakti rules while interpreting texts.
4. Translate practiced passages into English or a modern Indian language with clarity.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical / Practice | |
| Major 3.5 | Practice of Sanskrit Texts | 01 | 0 | 03 | 04 |

**Details of Course:**

**Unit I Practice of Simple Prose Texts.** **Credit 1**

- Reading and comprehension of simple Sanskrit prose.
- Sentence analysis: Vibhakti, Kāraka, and Verb forms.
- Basic translation practice into modern languages.
- Vocabulary building through contextual usage.
- Short exercises in paraphrasing (Anvaya)

**Unit II Practice of Narrative and Descriptive Texts.** **Credit 1**

- Reading of Kathā and Ākhyāyikā passages.
- Practice with Pañcatantra, Hitopadeśa, and similar texts.
- Understanding narrative structure and dialogue.
- Translation and retelling exercises.
- Identification of stylistic and cultural elements.

**Unit III Practice of Poetic and Mixed Texts.** **Credit 1**

- Reading of kāvya verses and campū texts.
- Identification of alaṅkāra, rasa, and chandas (basic level)
- Prose rendering of poetry.
- Translation of verses with explanation of meaning.
- Appreciation of literary beauty through practice.

**Unit IV Practice of Śāstric and Technical Texts. Credit 1**

- Reading of basic śāstra passages (Dharma, Nyāya, Yoga, Ayurveda - introductory)
- Identification of technical terms and concepts.
- Grammar-based interpretation of complex sentences.
- Translation with explanatory notes.
- Textual analysis and revision exercises.

**Essential/Recommended readings/Texts:**

1. Apte, V. S. The Student's Sanskrit Reader. Motilal Banarsidass.
2. Kale, M. R. A Higher Sanskrit Grammar. Motilal Banarsidass.
3. Deshpande, Madhav M. Samskrta Subodhini. Sanskrit Bharati.
4. Goldman, Robert P. Devavāṇīpraveśikā: An Introduction to the Sanskrit Language. Motilal Banarsidass.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

# SEMESTER - 6

## Major 3.6: Analysis and Survey of Sashtratic Translation

**Course objectives:**

1. To introduce students to the nature and challenges of Śāstric (technical–philosophical) Sanskrit translation.
2. To survey major translation traditions and methodologies applied to Śāstric texts.
3. To analyze translated works of Śāstras with reference to accuracy, interpretation, and terminology.
4. To develop critical awareness of the role of translation in knowledge transmission.

**Learning outcomes:**

After completing the course, the students will:

1. Identify the distinctive features of Śāstric Sanskrit and their impact on translation.
2. Evaluate different translation approaches used for philosophical, legal, and scientific Sanskrit texts.
3. Analyze selected Śāstric translations for conceptual clarity and fidelity.
4. Apply appropriate translation strategies to short Śāstric passages.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.6 | Analysis and Survey of Sashtratic Translation | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Śāstra and Translation Traditions.** **Credit 4**

- Meaning and classification of Śāstra literature.
- Nature and characteristics of Śāstric language.
- History of Śāstric translation in India.
- Role of commentaries (Bhāṣya, Vṛtti, Ṭīkā) in translation.
- Challenges unique to Śāstric translation.

**Unit II Survey of Translations of Major Śāstras.** **Credit 4**

- Translations of Dharmaśāstra texts.
- Translations of Darśana (Nyāya, Vedānta, Sāṅkhya, Yoga)
- Translations of Vyākaraṇa and Alaṅkāra texts.
- Translations of Āyurveda and other technical Śāstras.
- Comparative overview of Sanskrit–Indian language and Sanskrit–English translations.

**Unit III Analytical Approaches to Śāstric Translation.** **Credit 1**

- Terminology analysis and conceptual equivalence.

- Handling sūtra style and concise expressions.
- Translation of definitions, aphorisms, and arguments.
- Faithfulness vs. readability in Śāstric texts.
- Critical evaluation of selected translated passages.

**Unit IV Case Studies and Applied Analysis. Credit 1**

- Case studies of renowned Śāstric translators.
- Comparative analysis of multiple translations of the same Śāstric passage.
- Identification of strengths and limitations of translations.
- Methodological lessons from successful translations.
- Student-led analytical projects and presentations.

**Essential/Recommended readings/Texts:**

1. Pollock, Sheldon. The Language of the Gods in the World of Men. Oxford University Press.
2. Larson, Gerald James. Classical Sāṃkhya: An Interpretation of Its History and Meaning. Motilal Banarsidass.
3. Bhattacharya, Kamaleswar. Studies in Indian Philosophy and Translation. Sanskrit Pustak Bhandar.
4. Newmark, Peter. A Textbook of Translation. Prentice Hall.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Major 3.7: Translation of famous texts in various Sastras

**Course objectives:**

1. To familiarize students with representative classical texts from major Indian Śāstras.
2. To develop competency in translating technical and philosophical Sanskrit texts.
3. To understand discipline-specific terminology across different Śāstric traditions.
4. To cultivate critical awareness of interpretative choices in Śāstric translation.

**Learning outcomes:**

After completing the course, the students will:

1. Translate selected passages from Dharmaśāstra, Darśana, Vyākaraṇa, and Āyurveda texts accurately.
2. Explain key concepts and technical terms encountered in various Śāstras.
3. Compare translation strategies required for philosophical, legal, and scientific texts.
4. Demonstrate independent translation skills with scholarly annotation

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical / Practice | |
| Major 3.7 | Translation of famous texts in various Sastras | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Translation of Dharma and Itihāsa–Purāṇa Śāstras.** **Credit 1**

- Selected passages from Manusmṛti, Yājñavalkya Smṛti.
- Translation of ethical and social injunctions.
- Translation of passages from Rāmāyaṇa and Mahābhārata.
- Contextual interpretation of dharma concepts.
- Comparative reading of classical and modern translations.

**Unit II Translation of Darśana (Philosophical) Śāstras.** **Credit 1**

- Selected sūtras and prose from Nyāya Sūtra, Yoga Sūtra.
- Translation from Upaniṣads and Bhagavad Gītā.
- Handling philosophical terminology and concepts.
- Translation of arguments, definitions, and aphorisms.
- Explanatory annotation in philosophical translation.

**Unit III Translation of Linguistic, Literary, and Scientific Śāstras.** **Credit 1**

- Translation of Aṣṭādhyāyī (selected sūtras)
- Translation of Alaṅkāra Śāstra passages.
- Translation of Āyurveda texts (Caraka, Suśruta – selected)
- Handling technical vocabulary and precision.
- Balancing brevity and clarity in scientific texts.

**Unit IV Applied Translation Practice and Evaluation.** **Credit 1**

- Translation of extended passages from selected Śāstras.
- Comparative evaluation of multiple translations.
- Critical review of translation strategies used.
  Editing, revision, and standardization of terminology.
- Project work on a chosen Śāstric text.

**Essential/Recommended readings/Texts:**


1. नौटियाल, चक्रधर, *बृहद्-अनुवाद-चन्द्रिका*, दिल्ली: मोतीलाल बनारसीदास।
2. द्विवेदी, कपिलदेव, *रचनानुवादकौमुदी*, वाराणसी: विश्वविद्यालय प्रकाशन।
3. द्विवेदी, कपिलदेव, *संस्कृत निबन्धशतकम्*, वाराणसी: विश्वविद्यालय प्रकाशन।
4. Kale, M. R., *Higher Sanskrit Grammar*, Delhi: Motilal Banarsidass.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Major 3.8: Challenges in Sastra Texts Translation

**Course objectives:**

1. To identify the linguistic, philosophical, and cultural challenges involved in translating Śāstric texts.
2. To examine issues arising from technical terminology and conceptual density of Śāstras.
3. To analyze the role of commentarial traditions (bhāṣya, ṭīkā) in translation.
4. To develop strategies for achieving accuracy, clarity, and faithfulness in Śāstric translation.

**Learning outcomes:**

After completing the course, the students will:

1. Explain major translation difficulties specific to Śāstric Sanskrit.
2. Critically assess translated Śāstric passages for loss, shift, or expansion of meaning.
3. Use traditional commentaries to resolve ambiguities in translation.
4. Apply suitable translation techniques to complex Śāstric texts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 3.8 | Challenges in Sastra Texts Translation | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Linguistic and Structural Challenges.** **Credit 1**

- Sūtra style: brevity, ellipsis, and density of meaning.
- Complex sentence structures and compact expression.
- Samāsa-heavy constructions and their expansion.
- Polysemy and semantic layering of technical terms.
- Grammatical ambiguity and syntactic interpretation.

**Unit II Conceptual and Philosophical Challenges.** **Credit 1**

- Culture-bound and tradition-specific concepts.
- Absence of exact equivalents in target languages.
- Schools of interpretation and doctrinal differences.
- Terminological consistency across texts and contexts.
- Translation of abstract metaphysical ideas.

**Unit III Textual, Commentarial, and Contextual Challenges.** **Credit 1**

- Variations in manuscripts and editions.
- Dependence on Bhāṣya, Vṛtti, and Ṭīkā.
- Intertextual references and cross-Śāstra citations.

- Historical and intellectual context of Śāstras.
- Translator's neutrality and interpretive limits.

**Unit IV Practical and Methodological Challenges. Credit 1**

- Balancing fidelity and readability.
- Translation of definitions, rules, and debates.
- Annotation, glossing, and explanatory strategies.
- Common errors in Śāstric translation and remedies.
- Case studies and problem-solving exercises.

**Essential/Recommended readings/Texts:**

1. Sāhityadarpaṇa: (Ch.VIth), Kārikā 6/1,2,313-37
2. Dwivedi, R.C, The Poetic Light: Motilal Banarsidas, Delhi.1967.
3. Kāvyaprakāśa, kārikās 4/27, 28 with explanatory notes.
4. Ray, Sharad Ranjan, Sāhityadarpaṇa; Viśvanātha, (Ch I, VI & X) with Eng. Exposition, Delhi.
5. नगेन्द्र, (सं०), काव्यप्रकाश : मम्मटकृत, आचार्य विश्वेश्वर की व्याख्या सहित, ज्ञानमंडल लि०, वाराणसी।
6. बलदेव उपाध्याय, संस्कृत-आलोचना, हिन्दी समिति, सूचना विभाग, उ. प्र., 1963.
7. Kane P.V., History of Sanskrit Poetics pp.352-991.
8. Kane, P.V., 1961, History of Sanskrit Poetics and its Hindi translation by Indrachandra Shastri, Motilal Banarasidas, Delhi.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Major 3.9: Sanskrit Grammar for Translators Level - 4

**Course objectives:**

1. To strengthen advanced grammatical competence required for professional Sanskrit translation.
2. To enable translators to interpret complex syntactic and semantic structures in classical texts.
3. To apply grammatical theory to context-based translation of prose and verse.
4. To develop sensitivity to nuances of meaning, style, and usage through grammar.

**Learning outcomes:**

After completing the course, the students will:

1. Analyze advanced grammatical structures such as compound formations, kāraka theory, and voice variations.
2. Resolve syntactic ambiguity in long and complex Sanskrit sentences.
3. Apply grammatical rules effectively while translating literary and Śāstric texts.
4. Produce grammatically accurate and stylistically appropriate translations.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 3.9 | Sanskrit Grammar for Translators Level - 4 | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Advanced Pāṇinian Grammar and Interpretive Tools.** **Credit 1**

- Advanced application of Aṣṭādhyāyī rules in translation.
- Role of paribhāṣā, anubandha, and it-markers.
- Use of Mahābhāṣya and Kāśikā for meaning clarification.
- Rule interaction (utsarga–apavāda) in interpretation.
- Grammar as a tool for resolving textual ambiguity.

**Unit II Semantics, Pragmatics, and Contextual Grammar.** **Credit 1**

- Śakti, lakṣaṇā, and vyañjanā in grammatical interpretation.
- Context-driven meaning in śāstric and literary texts.
- Sentence meaning (vākya-artha) and expectancy (ākāṅkṣā)
- Discourse grammar and cohesion in extended texts.
- Pragmatic shifts in translation across languages.

**Unit III Advanced Verbal System and Nominal Derivation.** **Credit 1**

- Complex verbal formations: intensive, frequentative, denominative.
- Multiple causatives and layered voice constructions.
- Advanced kṛdanta and taddhita usage.

- Nominalization and abstraction in śāstric prose.
- Functional equivalents in target-language grammar.

**Unit IV Grammar-Driven Translation and Critical Practice. Credit 1**

- Grammar-based translation of highly technical texts.
- Resolving interpretive disputes through grammar.
- Comparative analysis of translations based on grammatical choices.
- Editing, standardization, and consistency of grammatical rendering.
- Research-oriented translation exercises and projects.

**Essential/Recommended readings/Texts:**

1. नौटियाल, चक्रधर, *बृहद्-अनुवाद-चन्द्रिका,* दिल्ली : मोतीलाल बनारसीदास।
2. द्विवेदी, कपिलदेव, *रचनानुवादकौमुदी*, वाराणसी : विश्वविद्यालय प्रकाशन।
3. द्विवेदी, कपिलदेव, *संस्कृत निबन्धशतकं*, वाराणसी : विश्वविद्यालय प्रकाशन।
4. Kale, M.R, *Higher Sanskrit Grammar*, MLBD, Delhi (Hindi Translation also available).

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Major 3.10: Practice of Sastra Texts Translation

**Course objectives:**

1. To provide systematic practice in translating classical Śāstric texts into English or modern Indian languages.
2. To familiarize students with discipline-specific language and terminology of various Śāstras.
3. To develop the ability to use commentaries and traditional tools in translation.
4. To enhance accuracy, clarity, and consistency in Śāstric translation practice.

**Learning outcomes:**

After completing the course, the students will:

1. Translate selected passages from Dharmaśāstra, Darśana, Vyākaraṇa, Āyurveda, etc., with precision.
2. Interpret technical terms and concise sūtra-style expressions correctly.
3. Apply appropriate translation strategies for different Śāstric genres.
4. Produce coherent translations supported by grammatical and contextual justification.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 3.10 | Practice of Sastra Texts Translation | 01 | 0 | 03 | 04 |

**Details of Course:**

**Unit I Practice of Basic sastric Prose Translation.** **Credit 1**

- Reading and comprehension of simple Śāstric prose.
- Sentence analysis using kāraka, vibhakti, and verb forms.
- Translation of short prose passages from selected Śāstras.
- Identification and explanation of technical terms.
- Grammar-based meaning extraction exercises.

**Unit II Practice of Sūtra and Commentarial Texts.** **Credit 1**

- Translation of selected sūtras from philosophical and technical Śāstras.
- Expansion of concise sūtra statements (vivaraṇa)
- Use of Bhāṣya and Ṭīkā for interpretive support.
- Translation of commentarial prose.
- Annotation and explanatory note preparation.

**Unit III Practice of Philosophical and Technical Arguments.** **Credit 1**

- Translation of argumentative passages from Darśana texts.
- Rendering definitions (lakṣaṇa), objections (pūrvapakṣa), and conclusions (siddhānta)
- Handling logical structures and reasoning terminology.

- Maintaining conceptual accuracy and clarity.
- Comparative translation practice.

**Unit IV Advanced Practice, Editing, and Evaluation. Credit 1**

- Translation of extended Śāstric passages.
- Critical self-review and peer evaluation.
- Editing for consistency of terminology and style.
- Comparative study of classical and modern translations.
- Project work on a selected Śāstric text.

**Essential/Recommended readings/Texts:**


1. Athalye, & Bodas, (1920), *Tarkasaṅgraha*, Mumbai: Government Press.
2. Hiriyanna, M., (1956), *Outline of Indian Philosophy*, London: George Allen & Unwin.
3. Chatterjee, S. C., & Datta, D. M., (1968), *Introduction to Indian Philosophy*, Calcutta: Calcutta University.
4. Chatterjee, S. C., (1968), *The Nyāya Theory of Knowledge*, Calcutta: University of Calcutta.
5. Potter, Karl H., (1977), *Encyclopaedia of Indian Philosophies*, Vol. II, Delhi: Motilal Banarsidass.
6. Radhakrishnan, S., (1990), *Indian Philosophy*, Delhi: Oxford University Press.
7. Matilal, B. K., (1998), *The Character of Logic in India*, Oxford: Oxford University Press.
8. Jhalkikar, Bhimacharya, (1997), *Nyāyakośaḥ*, Poona: Bhandarkar Oriental Research Institute.
9. Jha, Harimohan, *Bhāratīya Darśana Paricaya*, Vol. I (Nyāya Darśana), Darbhanga: Mithila Institute.

# FOURTH YEAR: MAJOR PAPERS

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

# SEMESTER - 7

## Major 4.1: Applied Translation: Sanskrit - Hindi/English

**Course objectives:**

1. To develop practical skills in translating Sanskrit texts into Hindi and English.
2. To familiarize students with functional and communicative translation methods.
3. To train students in handling literary, philosophical, and technical Sanskrit texts.
4. To promote accuracy, clarity, and stylistic appropriateness in target-language output.

**Learning outcomes:**

After completing the course, the students will:

1. Translate Sanskrit prose and verse into idiomatic Hindi and English.
2. Apply suitable translation strategies based on text type and audience.
3. Identify and resolve grammatical, semantic, and cultural issues in translation.
4. Produce polished translations with basic annotation and justification.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 4.1 | Applied Translation: Sanskrit - Hindi/English | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Applied Sanskrit Translation.** **Credit 1**

- Concept and scope of applied translation.
- Differences between literary and applied/functional translation.
- Nature of Sanskrit source texts and target languages (Hindi/English)
- Equivalence, fidelity, and readability in applied translation.
- Role of context, audience, and purpose in translation.

**Unit II Translation of General and Informative Texts.** **Credit 1**

- Translation of simple prose passages from Sanskrit.
- Translation of essays, narratives, and descriptive texts.
- Handling idioms, compounds (समास), and technical expressions.
- Sentence restructuring from Sanskrit to Hindi/English.
- Practice with modern explanatory Sanskrit texts.

**Unit III Translation of Functional and Technical Texts.** **Credit 1**

- Translation of administrative and official Sanskrit texts.
- Scientific, educational, and instructional Sanskrit materials.
- Translation of philosophical and cultural terms.
- Problems of terminology and lexical gaps.

- Use of dictionaries, glossaries, and reference tools.

**Unit IV Practical Translation and Evaluation.** **Credit 1**

- Guided translation exercises (Sanskrit → Hindi/English)
- Comparative analysis of translated texts.
- Error analysis and revision techniques.
  Style, register, and clarity in target language.
- Project work / practical examination.

**Essential/Recommended Readings/Texts:**

1. Newmark, Peter. A Textbook of Translation. Prentice Hall.
2. Apte, V. S. The Practical Sanskrit-English Dictionary. Motilal Banarsidass.
3. Kale, M. R. A Higher Sanskrit Grammar. Motilal Banarsidass.
4. Nida, Eugene A. Language, Culture, and Translating. Brill.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Major 4.2: Translation of Modern Emerging areas

**Course objectives:**

1. To introduce students to modern and emerging domains requiring translation skills.
2. To develop the ability to translate contemporary texts into and from Sanskrit/Hindi/English.
3. To familiarize students with new terminology and neologisms in emerging fields.
4. To prepare students for professional and interdisciplinary translation contexts.

**Learning outcomes:**

After completing the course, the students will:

1. Translate texts related to science, technology, media, education, and administration accurately.
2. Handle modern concepts and technical vocabulary using appropriate translation strategies.
3. Adapt translation style according to purpose, audience, and medium.
4. Demonstrate applied translation competence in contemporary professional settings.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 4.2 | Translation of Modern Emerging areas | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Translation of Media, Journalism, and Digital Content.** **Credit 1**

- Translation of news reports, articles, and editorials.
- Digital media, websites, blogs, and social media content.
  Style, brevity, and audience-oriented translation.
- Challenges of contemporary vocabulary and neologisms.
- Practical exercises in media translation.

**Unit II Translation of Legal, Administrative, and Commercial Texts.** **Credit 1**

- Translation of legal notices, rules, and official documents.
- Administrative language and terminology.
- Translation of business, banking, and commercial texts.
- Accuracy, formality, and functional equivalence.
- Practice with government and institutional documents.

**Unit III Translation of Interdisciplinary and Emerging Domains.** **Credit 1**

- Translation of texts related to environment and sustainability.
- Health, medicine, and wellness-related translation.
- Translation of social sciences and interdisciplinary studies.

- Ethics and responsibility in modern translation.
- Project-based translation of emerging area texts.

**Essential/Recommended Readings/Texts:**


1. Newmark, Peter. A Textbook of Translation. Prentice Hall.
2. Nida, Eugene A. Language, Culture, and Translating. Brill.
3. Crystal, David. Language and the Internet. Cambridge University Press.
4. Baker, Mona. In Other Words: A Coursebook on Translation. Routledge.
5. नौटियाल, चक्रधर, *बृहद्- अनुवाद- चन्द्रिका*, दिल्ली : मोतीलाल बनारसीदास।
6. द्विवेदी, कपिलदेव, *रचनानुवादकौमुदी*, वाराणसी : विश्वविद्यालय प्रकाशन।
7. द्विवेदी, कपिलदेव, *संस्कृत निबन्धशतकं,* वाराणसी : विश्वविद्यालय प्रकाशन, वाराणसी।
8. Kale, M.R, Higher Sanskrit Grammar, MLBD, Delhi (Hindi Translation also available)

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Major 4.3: Translation of Communicative Concepts

**Course objectives:**

1. To introduce students to the translation of meaning in communicative and functional contexts.
2. To develop awareness of pragmatic, cultural, and discourse-level factors in translation.
3. To train students in translating spoken and written communicative texts effectively.
4. To enhance the ability to achieve functional equivalence rather than literal translation.

**Learning outcomes:**

After completing the course, the students will:

1. Translate communicative texts such as dialogues, notices, speeches, and public messages accurately.
2. Identify and resolve issues related to context, register, tone, and audience.
3. Apply communicative translation strategies for Sanskrit–Hindi / Sanskrit–English texts.
4. Produce natural, reader-oriented translations suitable for real-life communication.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 4.3 | Translation of Communicative Concepts | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Communication and Translation.** **Credit 1**

- Meaning, nature, and scope of communication.
- Types of communication: verbal, non-verbal, written, digital.
- Relationship between communication and translation.
- Source–message–receiver model in translation.
- Role of culture and context in communication translation.

**Unit II Translation of Interpersonal and Public Communication.** **Credit 1**

- Translation of speeches, dialogues, and interviews.
- Public communication: announcements, notices, and messages.
- Translation of persuasive and informative communication.
- Handling tone, intent, and pragmatics.
- Practice of translating communicative texts.

**Unit III Translation of Media and Institutional Communication.** **Credit 1**

- Translation of media texts: news, advertisements, press releases.
- Institutional and organizational communication.
- Government and educational communication materials.

- Terminology and style in formal communication.
- Practical exercises in media and institutional translation.

**Unit IV Translation of Digital and Cross-Cultural Communication. Credit 1**

- Translation of digital communication: emails, websites, social media.
- Cross-cultural communication issues in translation.
- Localization and adaptation of communication content.
- Ethical issues and responsibility in communication translation.

**Essential/Recommended Readings/Texts:**

1. नौटियाल, चक्रधर, *बृहद्- अनुवाद- चन्द्रिका,* दिल्ली : मोतीलाल बनारसीदास।
2. द्विवेदी, कपिलदेव, *रचनानुवादकौमुदी*, वाराणसी : विश्वविद्यालय प्रकाशन।
3. द्विवेदी, कपिलदेव, *संस्कृत निबन्धशतकं,* वाराणसी : विश्वविद्यालय प्रकाशन।
4. Kale, M.R, Higher Sanskrit Grammar, MLBD, Delhi (Hindi Translation also available)

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Major 4.4: Translation of Documents in various govt sectors

**Course objectives:**

1. To familiarize students with the nature and format of official government documents.
2. To develop skills for accurate translation of administrative, legal, and policy-related texts.
3. To train students in using official terminology and standardized language.
4. To prepare learners for professional translation roles in government and public sectors.

**Learning outcomes:**

After completing the course, the students will:

1. Translate government documents from Sanskrit to Hindi/English and vice versa accurately.
2. Use appropriate administrative and legal terminology in translations.
3. Maintain clarity, neutrality, and official tone required in government communication.
4. Demonstrate practical competence in translating real-life public sector documents.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 4.4 | Translation of Documents in various govt sectors | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Government Documentation and Translation. Credit 1**

- Nature and types of government documents.
- Official language policy and role of translation.
- Features of administrative and bureaucratic language.
- Principles of accuracy, clarity, and uniformity.
- Standard formats and conventions in government translation.

**Unit II Translation of Administrative and Official Documents. Credit 1**

- Translation of orders, notifications, circulars, and resolutions.
- Office memoranda, reports, and minutes.
- Forms, applications, and affidavits.
- Terminology related to administration and governance.
- Practice with selected administrative texts.

**Unit III Translation of Legal and Constitutional Documents. Credit 1**

- Translation of acts, rules, and regulations.
- Government contracts, agreements, and tenders.
- Constitutional and statutory terminology.
- Problems of legal equivalence and interpretation.
- Practice of translating legal government documents.

**Unit IV Translation of Sector-Specific Government Documents. Credit 1**

- Translation of documents related to education, health, and environment.
- Finance, taxation, and public welfare documents.
- E-governance and digital government communication.
- Use of standard glossaries and digital tools.

**Essential/Recommended Readings/Texts:**

1. Teacher's notes, ppt, and handout.
2. Government of India, Administrative Glossary (Hindi–English), Department of Official Language.
3. नौटियाल, चक्रधर, *बृहद्- अनुवाद- चन्द्रिका,* दिल्ली : मोतीलाल बनारसीदास।
4. द्विवेदी, कपिलदेव, *रचनानुवादकौमुदी*, वाराणसी : विश्वविद्यालय प्रकाशन।
5. द्विवेदी, कपिलदेव, *संस्कृत निबन्धशतकं,* वाराणसी : विश्वविद्यालय प्रकाशन।

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Major 4.5: Translation of Business and other public concepts

**Course objectives:**

1. To introduce students to the language and discourse of business and public communication.
2. To develop practical skills for translating commercial, financial, and public-oriented texts.
3. To familiarize learners with standard terminology and formats used in business and public domains.
4. To prepare students for professional translation work in corporate and public sectors.

**Learning outcomes:**

After completing the course, the students will:

1. Translate business-related texts such as reports, advertisements, notices, and correspondence accurately.
2. Use appropriate commercial and public-sector terminology in Hindi/English translations.
3. Maintain clarity, formality, and communicative effectiveness in translated texts.
4. Apply suitable translation strategies for different audiences and purposes.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 4.5 | Translation of Business and other public concepts | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Business and Public Translation.** **Credit 1**

- Nature and scope of business and public communication.
- Characteristics of business and public-domain texts.
- Functional and purpose-oriented translation.
- Audience, register, and tone in business translation.
- Introduction to common business and public terminology.

**Unit II Translation of Business and Commercial Texts.** **Credit 1**

- Translation of business letters, emails, and reports.
- Commercial documents: invoices, quotations, and agreements.
- Banking, finance, and trade-related terminology.
- Marketing, advertisements, and corporate communication.
- Practice with selected business texts.

**Unit III Translation of Public and Social Sector Texts.** **Credit 1**

- Translation of public notices and announcements.

- Texts related to social welfare and development schemes.
  NGO, community, and institutional communication.
- Public awareness materials and information brochures.
- Cultural sensitivity and clarity in public translation.

**Unit IV Practical Translation, Ethics, and Evaluation. Credit 1**

- Practical translation exercises (business & public texts)
- Error analysis and revision strategies.
- Ethical issues in business and public translation.
- Use of glossaries, style guides, and digital tools.

**Essential/Recommended Readings/Texts:**

1. Teacher's notes, ppt, and handout.
2. Government of India. Administrative Glossary (Hindi–English). Department of Official Language.
3. नौटियाल, चक्रधर, *बृहद्- अनुवाद- चन्द्रिका,* दिल्ली : मोतीलाल बनारसीदास।
4. द्विवेदी, कपिलदेव, *रचनानुवादकौमुदी*, वाराणसी : विश्वविद्यालय प्रकाशन।
5. द्विवेदी, कपिलदेव, *संस्कृत निबन्धशतकं,* वाराणसी : विश्वविद्यालय प्रकाशन।

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

# SEMESTER - 8

## Major 4.6: Introduction of Machine Translation

**Course objectives:**

1. To introduce the basic concepts, history, and scope of Machine Translation (MT).
2. To familiarize students with different approaches to MT such as rule-based, statistical, and neural methods.
3. To examine the possibilities and limitations of machine translation, especially for Sanskrit and Indian languages.
4. To develop awareness of human–machine interaction in translation processes.

**Learning outcomes:**

After completing the course, the students will:

1. Explain the fundamental principles and types of machine translation systems.
2. Identify the challenges of MT in morphologically rich languages like Sanskrit.
3. Compare human translation and machine translation outputs critically.
4. Use basic MT tools with an understanding of post-editing requirements.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 4.6 | Introduction of Machine Translation | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Basics of Machine Translation.** **Credit 1**

- Definition and concept of Machine Translation (MT)
- History and evolution of MT.
- Human translation vs. machine translation.
- Scope and limitations of MT.
- Role of MT in modern translation practices.

**Unit II Types and Approaches of Machine Translation.** **Credit 1**

- Rule-Based Machine Translation (RBMT)
- Statistical Machine Translation (SMT)
- Neural Machine Translation (NMT)
- Hybrid approaches to MT.

**Unit III Machine Translation and Indian / Sanskrit Languages.** **Credit 1**

- Challenges in MT for Indian languages.
- Structural features of Sanskrit affecting MT.
- Morphology, syntax, and semantic issues in Sanskrit MT.

- Overview of Sanskrit MT tools and projects.
- Role of corpora, dictionaries, and linguistic resources.

**Unit IV Evaluation, Applications, and Future Trends. Credit 1**

- Evaluation of MT output (accuracy, fluency, adequacy)
- Post-editing of machine-translated texts.
- Applications of MT in education, governance, and media.
- Ethical issues and reliability of MT.
- Future trends and developments in MT.
- Learning Outcomes (Indicative)
- Understanding of basic concepts of machine translation.
- Awareness of different MT approaches.
- Familiarity with challenges of Sanskrit MT.
- Ability to evaluate and use MT responsibly.

**Essential/Recommended Readings/Texts:**

1. Hutchins, W. J. & Somers, H. L. An Introduction to Machine Translation. Academic Press.
2. Koehn, Philipp. Neural Machine Translation. Cambridge University Press.
3. Arnold, Doug et al. Machine Translation: An Introductory Guide. Blackwell.
4. Bhattacharyya, Pushpak. Machine Translation. CRC Press.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Major 4.7: Digital Tools for Sanskrit Translation

**Course objectives:**

1. To introduce learners to digital and computational tools used in Sanskrit translation.
2. To develop skills in using online dictionaries, corpora, and NLP-based tools for Sanskrit texts.
3. To familiarize students with Unicode, transliteration schemes, and text encoding for Sanskrit.
4. To enhance accuracy and efficiency in Sanskrit–English translation using digital resources.

**Learning outcomes:**

After completing the course, the students will:

1. Identify and effectively use major digital tools and platforms for Sanskrit translation.
2. Apply computational aids such as morphological analyzers and parsers to Sanskrit texts.
3. Translate Sanskrit texts with improved precision using digital dictionaries and corpora.
4. Critically evaluate the limitations and strengths of machine-assisted Sanskrit translation.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 4.7 | Digital Tools for Sanskrit Translation | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Digital Resources for Sanskrit.** **Credit 1**

- Role of digital technology in translation.
- Overview of digital humanities and Sanskrit studies.
- Types of digital tools: software, web platforms, mobile apps.
- Unicode, Devanāgarī typing, and transliteration tools.
- Reliability and limitations of digital resources.

**Unit II Digital Lexical and Textual Tools.** **Credit 1**

- Online Sanskrit dictionaries and lexicons.
- Digital thesauri, glossaries, and terminology databases.
  E-texts, digital libraries, and text repositories.
- Search techniques and text analysis tools.
- Practical use of digital lexical resources in translation.

**Unit III Machine Translation and Computer-Assisted Tools.** **Credit 1**

- Introduction to Machine Translation tools for Sanskrit.

- Computer-Assisted Translation (CAT) tools and features.
- Translation memory and terminology management.
- Post-editing of machine-translated Sanskrit texts.
- Advantages and challenges of MT and CAT tools.

**Unit IV Practical Applications and Project Work. Credit 1**

- Hands-on translation using digital tools.
- Comparative evaluation of manual vs. tool-assisted translation.
- Error analysis and quality enhancement using tools.
- Ethical use of digital and AI-based tools.

**Essential/Recommended Readings/Texts:**

1. Varma, Satyakama, (1930), *The Philosophy of Sanskrit Grammar*, Calcutta: University of Calcutta.
2. Chakravarti, P. C., (1963), *Linguistic Speculations of the Hindus*, Calcutta: University of Calcutta.
3. Pandey, R. C., (1963), *Problem of Meaning in Indian Philosophy*, Delhi: Motilal Banarsidass.
4. Matilal, Bimal Krishna, (1990), *The Word and the World: India's Contribution to the Study of Language*, London: Oxford University Press.
5. Sastri, Gaurinath, *Philosophy of Word and Meaning*, Calcutta: Sanskrit College.
6. Monier-Williams, M., *A Sanskrit–English Dictionary*, Oxford: Oxford University Press.
7. Kulkarni, A., et al., *Computational Tools for Sanskrit*, Digital Humanities Journal.
8. GRETIL, *Göttingen Register of Electronic Texts in Indian Languages*.
9. Huet, G., *Sanskrit Heritage Platform*, Paris: INRIA.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Major 4.8: Problems in Technical Translation

**Course objectives:**

1. To introduce students to the nature and scope of technical translation.
2. To identify common linguistic and non-linguistic problems in technical translation.
3. To develop problem-solving strategies for accurate and effective technical translation.
4. To familiarize learners with tools and standards used in technical translation.

**Learning outcomes:**

After completing the course, the students will:

1. Recognize linguistic, cultural, and technical challenges in translating specialized texts.
2. Analyze terminology-related and structural problems in technical translation.
3. Apply appropriate strategies to resolve translation problems in technical documents.
4. Evaluate translated technical texts for accuracy, clarity, and usability.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 4.8 | Problems in Technical Translation | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Nature of Technical Translation.** **Credit 1**

- Meaning and scope of technical translation.
- Characteristics of technical and scientific texts.
- Difference between technical and literary translation.
- Role of subject knowledge in technical translation.
- Types of technical texts (Science, Technology, Medicine, Law, etc.)

**Unit II Linguistic and Terminological Problems.** **Credit 1**

- Technical terminology and concept equivalence.
- Problems of neologisms and borrowed terms.
- Lexical gaps between source and target languages.
- Issues of syntax, passive constructions, and nominalization.
- Standardization and consistency of terminology.

**Unit III Cultural, Conceptual, and Practical Problems.** **Credit 1**

- Cultural specificity in technical texts.
- Conceptual mismatch across languages.
- Problems in translating diagrams, symbols, and formulae.
- Ambiguity and polysemy in technical language.
- Role of glossaries, manuals, and reference materials.

**Unit IV Technological, Ethical, and Quality Issues.** **Credit 1**

- Problems related to machine translation and CAT tools.
- Post-editing challenges in technical translation.
- Accuracy, precision, and safety concerns.
- Ethical responsibility of the technical translator.
- Error analysis and quality control in technical translation.

**Essential/Recommended Readings/Texts:**

1. Newmark, P. A Textbook of Translation. Prentice Hall.
2. Byrne, J. Technical Translation: Usability Strategies for Translating Technical Documentation. Springer.
3. Hutchins, J. Machine Translation and Human Translation. Routledge.
4. ISO 17100: Translation Services – Requirements for Translation Services.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Major 4.9: Modern Trends and Tools in Sanskrit Translation

**Course objectives:**

1. To familiarize students with contemporary trends in Sanskrit translation studies.
2. To introduce modern digital and computational tools used in Sanskrit translation.
3. To examine the role of Artificial Intelligence and NLP in translating Sanskrit texts.
4. To develop practical skills for using modern tools in Sanskrit–English translation.

**Learning outcomes:**

After completing the course, the students will:

1. Identify modern approaches and methodologies in Sanskrit translation.
2. Use digital tools such as online dictionaries, corpora, and translation platforms effectively.
3. Apply machine-assisted translation techniques to Sanskrit texts.
4. Critically assess the accuracy and limitations of modern Sanskrit translation tools.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 4.9 | Modern Trends and Tools in Sanskrit Translation | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Modern Trends in Translation Studies.** **Credit 1**

- Evolution of translation studies in the modern period.
- Functional, communicative, and cultural approaches.
- Shift from literary to applied and professional translation.
- Role of Sanskrit translation in contemporary knowledge systems.
- Globalization and multilingual communication.

**Unit II Technology-Driven Tools for Sanskrit Translation.** **Credit 1**

- Digital dictionaries, corpora, and text repositories.
- Transliteration, OCR, and text-processing tools for Sanskrit.
- Machine Translation tools for Sanskrit.
- Computer-Assisted Translation (CAT) tools.
- Advantages and limitations of technology in translation.

**Unit III Artificial Intelligence and Automation in Translation.** **Credit 1**

- Neural Machine Translation and AI-based models.
- Use of language corpora and training data.
- Post-editing and human-in-the-loop translation.
- Automation vs. human creativity in Sanskrit translation.
- Challenges of AI for classical and complex Sanskrit texts.

**Unit IV Professional Practices, Ethics, and Future Directions. Credit 1**

- Translation workflows and quality assurance.
- Ethics, copyright, and authenticity in digital translation.
- Localization, adaptation, and global dissemination of Sanskrit texts.
- Future prospects of Sanskrit translation.

**Essential/Recommended Readings/Texts:**

1. Huet, G. Sanskrit Heritage Platform. INRIA.
2. Kulkarni, A. et al. "Computational Approaches to Sanskrit Translation."
3. Monier-Williams, M. A. Sanskrit-English Dictionary. Oxford University Press.
4. GRETIL – Göttingen Register of Electronic Texts in Indian Languages.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Major 4.10: Practice of Concepts through M.T and challenges

**Course objectives:**

1. To introduce the fundamentals of Machine Translation (MT) and its applications.
2. To enable students to practice translation concepts using MT systems.
3. To analyze the challenges and limitations of Machine Translation.
4. To develop critical skills for post-editing and evaluating MT outputs.

**Learning outcomes:**

After completing the course, the students will:

1. Explain core translation concepts as applied in Machine Translation.
2. Use MT tools to translate texts and analyze their outputs.
3. Identify linguistic, cultural, and technical challenges in MT-based translation.
4. Perform basic post-editing and quality assessment of MT translations.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 4.10 | Practice of Concepts through M.T and challenges | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Machine Translation Practice.** **Credit 1**

- Review of basic concepts of Machine Translation.
- Overview of available MT tools for Sanskrit.
- Workflow of MT-assisted translation.
- Role of human translator in MT practice.
- Limitations and scope of MT in Sanskrit translation.

**Unit II Practical Use of MT Tools.** **Credit 1**

- Hands-on translation of simple Sanskrit texts using MT.
- Use of MT for prose, informative, and applied texts.
- Comparison of MT output with human translation.
- Identification of common MT errors.
- Improving output through controlled input.

**Unit III Challenges in Machine Translation of Sanskrit.** **Credit 1**

- Morphological and syntactic challenges in Sanskrit.
- Problems of sandhi, samāsa, and word order.
- Semantic ambiguity and contextual interpretation.
- Cultural and philosophical concepts in MT.
- Limitations of corpora and linguistic resources.

**Unit IV Post-Editing, Evaluation, and Ethics.** **Credit 1**

- Post-editing techniques for MT output.
- Evaluation criteria: adequacy, fluency, and accuracy.
- Human intervention and quality enhancement.
- Ethical issues and responsible use of MT.

**Essential/Recommended Readings/Texts:**

1. Hutchins, J. & Somers, H. An Introduction to Machine Translation. Academic Press.
2. Koehn, P. Neural Machine Translation. Cambridge University Press.
3. Kulkarni, A. et al. "Machine Translation for Indian Languages."
4. ISO 18587: Post-editing of Machine Translation Output.

# SECOND YEAR: MINOR PAPERS

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

## Minor 2.A.1: Introduction of Languages and Translation Studies

**Course objectives:**

1. To understand the nature, structure, and functions of language.
2. To Explain key concepts in linguistic relevant to translation
3. To acquire knowledge of Languages and Translation among the learners.
4. To generate interest in Sanskrit language and Translation.
5. To impart knowledge of the Translation of Sanskrit language.
6. To impart general skills of Translation and writing in Sanskrit.
7. Identify major approaches and fundamentals of Translation.

**Learning outcomes:**

After the completion of this course, the students will:

1. Understand the important of languages and Translation.
2. Able to understand the general structure of Translation of Sanskrit language.
3. Able to write and communicate in Sanskrit through translation.
4. Become more interested in Sanskrit language and Translation.
5. Better equipped to Translate the Sanskrit texts from Sanskrit to other languages.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 2.A.1 | Introduction of languages and Translation Studies | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction of Language and understanding languages.** **Credit 1**

- Introduction of Language.
- Definition and characteristics of languages.
- Histography of Indian Languages.
- Language vs. communication.
- Introduction of linguistics: Phonetics, Phonology, Morphology, Syntax, Semantics, Pragmatics.

**Unit II Introduction of Translation (Indian & Western)** **Credit 1**

- Introduction of Translation.
- Definition, scope and importance of Translation.
- Histography of Translation in the perspective of Indian and western.
- Key concepts of Translation.

**Unit III Translation as communication and interpretation.** **Credit 1**

- Translation as a communicative act.
- Translator as a mediator.
- Basic concept of interpretation in translation.

- Key concepts of Translator, Source and Target and Translation.

**Unit IV Source and Target Languages in translation. Credit 1**

- Characteristics of Sanskrit as a Source Language.
- Characteristics of Sanskrit as a Target Language.
- Role of SL and TL in the process of translation.
- Sanskrit literary genres as source texts and Issues in Translating Sanskrit Texts.

**Essential/Recommended Readings/Texts:**

1. रामचन्द्र मिश्र, डा., *संस्कृतसाहित्येतिहासः*, वाराणसी : चौखम्बा विद्याभवन।
2. नौटियाल, चक्रधर, *बृहद् अनुवाद चन्द्रिका*, दिल्ली : मोतीलाल बनारसीदास।
3. तिवारी, बोलानाथ, *अनुवाद विज्ञान,* वाराणसी : चौखम्बा पुस्तक सिरीज।

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

## Minor 2.A.2: Translation and various concepts of Translation

**Course objectives:**

1. To introduce the concept and scope of translation studies.
2. To explain major theoretical approaches to translation.
3. To examine the relationship between language, culture, and translation.
4. To develop critical awareness of translation as a scholarly discipline.

**Learning outcomes:**

After the completion of this course, the students will:

1. Define translation and translation studies.
2. Identify major concepts and theories of translation.
3. Explain the role of culture and context in translation.
4. Apply basic translation concepts in practical situations.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 2.A.2 | Translation and various concepts of Translation | 04 | 0 | 00 | 04 |

**Details of Course:**

**Unit I Introduction to Translation.** **Credit 1**

- Translation vs Interpretation.
- History and evolution of translation.
- Role of translation in literature, culture, science, and media.
- Translator: role, skills, and responsibilities.

**Unit II Major Concepts and Theories of Translation**. **Credit 1**

- Equivalence (formal and dynamic equivalence)
- Fidelity and freedom.
- Source-oriented vs target-oriented translation.
- Scopus theory (basic understanding)

**Unit III Linguistic Aspect of Translation**. **Credit 1**

- Grammar, syntax, and sentence structure in translation.
- Lexical meaning and word choice.
- Problems of ambiguity and polysemy.
- Loss and gain of meaning in translation.

**Unit IV Various Aspects to know in Translation.** **Credit 1**

- Understand major aspects involved in translation.
- Analyse linguistic and cultural concepts in translation.
- literary translation techniques in translation.
- Understand the author’s view in source text.

**Essential/Recommended Readings/Texts:**

1. डा. नागेन्द्र, *अनुवाद विज्ञान सिद्धांत और प्रयोग*, दिल्ली विश्वविद्यालय : हिन्दी माध्यम कार्यान्वय निदेशालय।
2. डा.रामचन्द्रमिश्रः, *संस्कृतसाहित्येतिहासः*, वाराणसी : चौखम्बा विद्याभवन।
3. नौटियाल, चक्रधर : *बृहद् अनुवाद चन्द्रिका*, दिल्ली : मोतीलाल बनारसीदास

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

## Minor 2.A.3: Importance of Sanskrit literature and Sanskrit Translation

**Course Objectives:**

1. To develop a comprehensive understanding of the contributions of great Sanskrit poets, spanning various periods and genres to translate into other languages.
2. To cultivate an appreciation for the distinctive styles, philosophical insights, artistic expression, and cultural-historical contexts reflected in individual poets' works.
3. To enhance students' proficiency in classical Sanskrit Translation, equipping them with translation and interpretation skills specifically tailored for Sanskrit literature.

**Learning Outcomes:**

After the completion of this course, the students will:

1. Develop a fair idea of the works of great Sanskrit literature view of translation.
2. Able to appreciate the styles and thoughts of individual to do translation in various aspects.
3. Focusing on the poetical, artistic, cultural and historical aspects of various writers works.
4. Enhance competence in chaste classical Sanskrit literature and give them skills into translation and interpretation of poetic works.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 2.A.3 | Importance of Sanskrit literature and Sanskrit Translation | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Sanskrit Literature.** **Credit 1**

- Origin and development of Sanskrit literature.
- Historicity of Classic and modern Sanskrit language.
- Major literary forms: Vedas, Epics, Puranas, Kavyas etc.
- Cultural and historical significance of Sanskrit literature.

**Unit II Importance of Sanskrit Literature.** **Credit 1**

- Greatness of Sanskrit in various aspects.
- Moral, ethical, and philosophical values in Sanskrit.
- Contribution to science, arts, and education through Sanskrit.
- Influence of Sanskrit on Indian languages and traditions.

**Unit III Introduction to Sanskrit Translation.** **Credit 1**

- Meaning and need of Sanskrit translation.
- Types and methods of Sanskrit translation.

- Role of translation in understanding ancient texts.
- Greatness of Sanskrit in perspective of Translation.

**Unit IV Role of Sanskrit Translation in the Modern World. Credit 1**

- Preservation of literary heritage in Sanskrit.
- Sanskrit texts in world literature.
- Relevance of Sanskrit translation in contemporary society.
- Modern Trends in Sanskrit Translation Studies linguistic, cultural, functional approaches.

**Essential/Recommended Readings/Texts:**

1. पं.रामचन्द्रमिश्रः, संस्कृतसाहित्येतिहासः, वाराणसी : चौखम्बा विद्याभवन।
2. नौटियाल, चक्रधर: बृहद् अनुवाद चन्द्रिका, दिल्ली : मोतीलाल बनारसीदास।

**Additional Resources:**

1. Keith, A.B., History of Sanskrit Literature, Delhi : MLBD.
2. Krishnamachariar, History of Classical Sanskrit Literature, Delhi : MLBD.
3. Gaurinath Shastri, A Concise History of Sanskrit Literature, Delhi : MLBD.

# THIRD YEAR: MINOR PAPERS

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Minor 3.A.1: Translation Process

**Course objectives:**

1. To explain the concept and stages of the translation process.
2. To develop understanding of text analysis and meaning transfer.
3. To highlight the role of culture and context in translation.
4. To introduce basic strategies used in professional translation.

**Learning outcomes:**

After the completion of this course, the students will:

1. Describe the main stages involved in the translation process.
2. Analyze a source text before translating it.
3. Apply appropriate translation strategies to simple texts.
4. Review and revise translated texts for accuracy and clarity.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.1 | Translation Process | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Understanding the Source Text.** **Credit 1**

- Nature and types of source texts.
- Reading, comprehension and text analysis.
- Identification of theme, purpose and audience.
- Linguistic, cultural and contextual elements.
- Problems of ambiguity and multiple meanings.

**Unit II Transfer Stage in Translation.** **Credit 1**

- Concept of meaning transfer.
- Lexical, grammatical and syntactic transfer.
- Handling idioms, metaphors and cultural terms.
- Strategies for prose and poetic texts.
- Maintaining equivalence during transfer.

**Unit III Restructuring and Drafting.** **Credit 1**

- Restructuring ideas into target language.
- Sentence formation and cohesion.
- Style, tone and register in translation.
- Drafting techniques and revision strategies.
- Avoiding common translation errors.

**Unit IV Evaluation, Editing and Finalization.** **Credit 1**

- Self-evaluation and peer evaluation.
- Accuracy, fidelity and readability tests.
- Editing for language, style and consistency.
- Back-translation as a checking method.
- Ethics and responsibility of the translator.

**Essential/Recommended Readings/Texts:**


1. Nida, Eugene A., and Charles R. Taber, The Theory and Practice of Translation, (1969), Leiden: Brill.
2. Newmark, Peter, A Textbook of Translation, (1988), New York: Prentice Hall.
3. Bell, Roger T., Translation and Translating: Theory and Practice, (1991), London: Longman.
4. Munday, Jeremy, Introducing Translation Studies, (2016), London: Routledge.
5. Krishnamachariyar, M., History of Classical Sanskrit Literature, Delhi: Motilal Banarsidass.
6. नौटियाल, चक्रधर, *बृहद् अनुवाद चन्द्रिका*, दिल्ली : मोतीलाल बनारसीदास।
7. द्विवेदी, कपिलदेव, डा., *प्रौढरचनानुवादकौमुदी*, वाराणसी : विश्वविद्यालय प्रकाशन।

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Minor 3.A.2: Types of Translation

**Course objectives:**

1. To introduce different types of translation.
2. To explain the characteristics of each type of translation.
3. To understand the relationship between translation type and purpose.
4. To develop awareness of appropriate translation strategies.

**Learning outcomes:**

After the completion of this course, the students will:

1. Identify and define major types of translation.
2. Distinguish between literal and free translation.
3. Select suitable types of translation for different texts.
4. Apply basic translation types in practical translation tasks.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.2 | Types of Translation | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Based on Method and Form.** **Credit 1**

- Literal translation (शब्दानुवाद)
- Free translation (भावानुवाद)
- Semantic and communicative translation.
- Word-for-word vs sense-for-sense translation.
- Merits and limitations of each type.

**Unit II Based on Language and Medium.** **Credit 1**

- Interlingual translation.
- Intralingual translation.
- Intersemiotic translation.
- Oral vs written translation.
- Translation between classical and modern languages.

**Unit III Based on Text and Genre.** **Credit 1**

- Literary translation (poetry, prose, drama)
- Religious and philosophical translation.
- Technical and scientific translation.
- Legal and administrative translation.
- Media and journalistic translation.

**Unit IV Based on Purpose and Function.** **Credit 1**

- Academic and pedagogical translation.
- Creative and adaptive translation.
- Cultural and explanatory translation.
- Machine-assisted and machine translation.
- Translation for mass communication.

**Essential/Recommended Readings/Texts:**

1. Newmark, P. (1988). A Textbook of Translation. Prentice Hall.
2. Nida, E. A. (1964). Toward a Science of Translating. Brill.
3. Catford, J. C. (1965). A Linguistic Theory of Translation. Oxford University Press.
4. Munday, J. (2016). Introducing Translation Studies. Routledge.
5. अनुवाद विज्ञान सिद्धांत और प्रयोग – डा.नागेन्द्र, हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय।

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Minor 3.A.3: Practice of Śāstra Concepts in Sanskrit literature

**Course Objectives:**

1. To introduce students to major Sanskrit Śāstras and their core concepts.
2. To develop the ability to apply Śāstric principles to texts and examples.
3. To train students in analytical and interpretative skills.
4. To connect theoretical knowledge with practical textual understanding.

**Learning Outcomes:**

After the completion of this course, the students will:

1. Identify key concepts across different Śāstras.
2. Apply Śāstric theories to Sanskrit texts.
3. Analyze verses and prose using classical frameworks.
4. Demonstrate practical understanding through exercises and examples.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Minor 3.A.3 | Practice of Śāstra Concepts in Sanskrit literature | 01 | 0 | 03 | 04 |

**Details of Course:**

**Unit I Practice of Vyākaraṇa Concepts.** **Credit 1**

- Concept of Śabda and Pada.
- Sandhi and Samāsa: identification and analysis.
- Kāraka theory and sentence construction.
- Application of basic Pāṇinian rules in examples.
- Practical parsing of selected sentences.

**Unit II Practice of Alaṅkāra and Kāvya Concepts.** **Credit 1**

- Kāvya: nature and types.
- Identification and explanation of:
  - Śabda Alaṅkāras.
  - Artha Alaṅkāras.
- Guṇa, Doṣa, and Rīti in poetry
- Analysis of selected verses from classical kāvya

**Unit III Practice of Rasa, Dhvani, and Bhāva Concepts.** **Credit 1**

- Rasa theory: components and realization.
- Practice of identifying:
  - Sthāyibhāva.
  - Vibhāva, Anubhāva, Vyabhicāribhāva.
- Dhvani: types and application.
- Interpretation of rasa in poetry and drama.

**Unit IV Practice of Darśana and Dharma Concepts.** **Credit 1**

- Basic philosophical concepts:
  - Pramāṇa, Prameya.
  - Puruṣārtha.
- Application of Nyāya reasoning in examples.
- Dharma concepts in selected Śāstric passages.
- Interpretation of philosophical prose.

**Essential/Recommended readings/Texts:**


1. संस्कृत साहित्य का इतिहास - डॉ० उमाशंकर शर्मा ऋषि, ऋषि प्रकाशन, दिल्ली।
2. *History of Classical Sanskrit Literature*, Keith, A.B., MLBD, Delhi
3. "A Sanskrit Grammar for Students" by Arthur Anthony Macdonell – A classic reference for Sanskrit grammar essentials.
4. "Sanskrit Manual: A Quick-Reference Guide to the Phonology and Grammar of Classical Sanskrit" by Roderick S. Bucknell – Useful for practical translation exercises.
5. "Teach Yourself Sanskrit" by Michael Coulson – Focused on beginner-level sentence construction and translation.
6. "Introduction to Sanskrit" by Thomas Egenes – Emphasizes simple sentences, grammar, and translation practice.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Minor 3.A.4: Challenges in Sastra Texts Translation

**Course objectives:**

1. To identify the linguistic, philosophical, and cultural challenges involved in translating Śāstric texts.
2. To examine issues arising from technical terminology and conceptual density of Śāstras.
3. To analyze the role of commentarial traditions (bhāṣya, ṭīkā) in translation.
4. To develop strategies for achieving accuracy, clarity, and faithfulness in Śāstric translation.

**Learning outcomes:**

After completing the course, the students will:

1. Explain major translation difficulties specific to Śāstric Sanskrit.
2. Critically assess translated Śāstric passages for loss, shift, or expansion of meaning.
3. Use traditional commentaries to resolve ambiguities in translation.
4. Apply suitable translation techniques to complex Śāstric texts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Minor 3.A.4 | Challenges in Sastra Texts Translation | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Linguistic and Structural Challenges.** **Credit 1**

- Sūtra style: brevity, ellipsis, and density of meaning.
- Complex sentence structures and compact expression.
- Samāsa-heavy constructions and their expansion.
- Polysemy and semantic layering of technical terms.
- Grammatical ambiguity and syntactic interpretation.

**Unit II Conceptual and Philosophical Challenges.** **Credit 1**

- Culture-bound and tradition-specific concepts.
- Absence of exact equivalents in target languages.
- Schools of interpretation and doctrinal differences.
- Terminological consistency across texts and contexts.
- Translation of abstract metaphysical ideas.

**Unit III Textual, Commentarial, and Contextual Challenges.** **Credit 1**

- Variations in manuscripts and editions.
- Dependence on Bhāṣya, Vṛtti, and Ṭīkā.
- Intertextual references and cross-Śāstra citations.

- Historical and intellectual context of Śāstras.
- Translator's neutrality and interpretive limits.

**Unit IV Practical and Methodological Challenges. Credit 1**

- Balancing fidelity and readability.
- Translation of definitions, rules, and debates.
- Annotation, glossing, and explanatory strategies.
- Common errors in Śāstric translation and remedies.
- Case studies and problem-solving exercises.

**Essential/Recommended readings/Texts:**

1. Sāhityadarpaṇa: (Ch.VIth), Kārikā 6/1,2,313-37
2. Dwivedi, R.C, The Poetic Light: Motilal Banarsidas, Delhi.1967.
3. Kāvyaprakāśa, kārikās 4/27, 28 with explanatory notes.
4. Ray, Sharad Ranjan, Sāhityadarpaṇa; Viśvanātha, (Ch I, VI & X) with Eng. Exposition, Delhi.
5. नगेन्द्र, (सं०), काव्यप्रकाश : मम्मटकृत, आचार्य विश्वेश्वर की व्याख्या सहित, ज्ञानमंडल लि०, वाराणसी।
6. बलदेव उपाध्याय, संस्कृत-आलोचना, हिन्दी समिति, सूचना विभाग, उ. प्र., 1963.
7. Kane P.V., History of Sanskrit Poetics pp.352-991.
8. Kane, P.V., 1961, History of Sanskrit Poetics and its Hindi translation by Indrachandra Shastri, Motilal Banarasidas, Delhi.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Minor 3.A.5: Analysis and Survey of Sashtratic Translation

**Course objectives:**

1. To introduce students to the nature and challenges of Śāstric (technical–philosophical) Sanskrit translation.
2. To survey major translation traditions and methodologies applied to Śāstric texts.
3. To analyze translated works of Śāstras with reference to accuracy, interpretation, and terminology.
4. To develop critical awareness of the role of translation in knowledge transmission.

**Learning outcomes:**

After completing the course, the students will:

1. Identify the distinctive features of Śāstric Sanskrit and their impact on translation.
2. Evaluate different translation approaches used for philosophical, legal, and scientific Sanskrit texts.
3. Analyze selected Śāstric translations for conceptual clarity and fidelity.
4. Apply appropriate translation strategies to short Śāstric passages.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.5 | Analysis and Survey of Sashtratic Translation | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Śāstra and Translation Traditions.** **Credit 1**

- Meaning and classification of Śāstra literature.
- Nature and characteristics of Śāstric language.
- History of Śāstric translation in India.
- Role of commentaries (Bhāṣya, Vṛtti, Ṭīkā) in translation.
- Challenges unique to Śāstric translation.

**Unit II Survey of Translations of Major Śāstras.** **Credit 1**

- Translations of Dharmaśāstra texts.
- Translations of Darśana (Nyāya, Vedānta, Sāṅkhya, Yoga)
- Translations of Vyākaraṇa and Alaṅkāra texts.
- Translations of Āyurveda and other technical Śāstras.
- Comparative overview of Sanskrit–Indian language and Sanskrit–English translations.

**Unit III Analytical Approaches to Śāstric Translation.** **Credit 1**

- Terminology analysis and conceptual equivalence.
- Handling sūtra style and concise expressions.

- Translation of definitions, aphorisms, and arguments.
- Faithfulness vs. readability in Śāstric texts.
- Critical evaluation of selected translated passages.

**Unit IV Case Studies and Applied Analysis. Credit 1**

- Case studies of renowned Śāstric translators.
- Comparative analysis of multiple translations of the same Śāstric passage.
- Identification of strengths and limitations of translations.
- Methodological lessons from successful translations.
- Student-led analytical projects and presentations.

**Essential/Recommended readings/Texts:**

1. Pollock, Sheldon. The Language of the Gods in the World of Men. Oxford University Press.
2. Larson, Gerald James. Classical Sāṃkhya: An Interpretation of Its History and Meaning. Motilal Banarsidass.
3. Bhattacharya, Kamaleswar. Studies in Indian Philosophy and Translation. Sanskrit Pustak Bhandar.
4. Newmark, Peter. A Textbook of Translation. Prentice Hall.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Minor 3.A.6: Practice of Sastra Texts Translation

**Course objectives:**

1. To provide systematic practice in translating classical Śāstric texts into English or modern Indian languages.
2. To familiarize students with discipline-specific language and terminology of various Śāstras.
3. To develop the ability to use commentaries and traditional tools in translation.
4. To enhance accuracy, clarity, and consistency in Śāstric translation practice.

**Learning outcomes:**

After completing the course, the students will:

1. Translate selected passages from Dharmaśāstra, Darśana, Vyākaraṇa, Āyurveda, etc., with precision.
2. Interpret technical terms and concise sūtra-style expressions correctly.
3. Apply appropriate translation strategies for different Śāstric genres.
4. Produce coherent translations supported by grammatical and contextual justification.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Minor 3.A.6 | Practice of Sastra Texts Translation | 01 | 0 | 03 | 04 |

**Details of Course:**

**Unit I Practice of Basic sastric Prose Translation.** **Credit 1**

- Reading and comprehension of simple Śāstric prose.
- Sentence analysis using kāraka, vibhakti, and verb forms.
- Translation of short prose passages from selected Śāstras.
- Identification and explanation of technical terms.
- Grammar-based meaning extraction exercises.

**Unit II Practice of Sūtra and Commentarial Texts.** **Credit 1**

- Translation of selected sūtras from philosophical and technical Śāstras.
- Expansion of concise sūtra statements (Vivaraṇa)
- Use of Bhāṣya and Ṭīkā for interpretive support.
- Translation of commentarial prose.
- Annotation and explanatory note preparation.

**Unit III Practice of Philosophical and Technical Arguments.** **Credit 1**

- Translation of argumentative passages from Darśana texts.
- Rendering definitions (lakṣaṇa), objections (pūrvapakṣa), and conclusions (siddhānta)
- Handling logical structures and reasoning terminology.

- Maintaining conceptual accuracy and clarity.
- Comparative translation practice.

**Unit IV Advanced Practice, Editing, and Evaluation. Credit 1**

- Translation of extended Śāstric passages.
- Critical self-review and peer evaluation.
- Editing for consistency of terminology and style.
- Comparative study of classical and modern translations.
- Project work on a selected Śāstric text.

**Essential/Recommended readings/Texts:**


1. Athalye, & Bodas, (1920), *Tarkasaṅgraha*, Mumbai: Government Press.
2. Hiriyanna, M., (1956), *Outline of Indian Philosophy*, London: George Allen & Unwin.
3. Chatterjee, S. C., & Datta, D. M., (1968), *Introduction to Indian Philosophy*, Calcutta: Calcutta University.
4. Chatterjee, S. C., (1968), *The Nyāya Theory of Knowledge*, Calcutta: University of Calcutta.
5. Potter, Karl H., (1977), *Encyclopaedia of Indian Philosophies*, Vol. II, Delhi: Motilal Banarsidass.
6. Radhakrishnan, S., (1990), *Indian Philosophy*, Delhi: Oxford University Press.
7. Matilal, B. K., (1998), *The Character of Logic in India*, Oxford: Oxford University Press.
8. Jhalkikar, Bhimacharya, (1997), *Nyāyakośaḥ*, Poona: Bhandarkar Oriental Research Institute.
9. Jha, Harimohan, *Bhāratīya Darśana Paricaya*, Vol. I (Nyāya Darśana), Darbhanga: Mithila Institute.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Minor 3.A.7: Applied Translation: Sanskrit - Hindi/English

**Course objectives:**

1. To develop practical skills in translating Sanskrit texts into Hindi and English.
2. To familiarize students with functional and communicative translation methods.
3. To train students in handling literary, philosophical, and technical Sanskrit texts.
4. To promote accuracy, clarity, and stylistic appropriateness in target-language output.

**Learning outcomes:**

After completing the course, the students will:

1. Translate Sanskrit prose and verse into idiomatic Hindi and English.
2. Apply suitable translation strategies based on text type and audience.
3. Identify and resolve grammatical, semantic, and cultural issues in translation.
4. Produce polished translations with basic annotation and justification.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Minor 3.A.7 | Applied Translation: Sanskrit - Hindi/English | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Applied Sanskrit Translation.** **Credit 1**

- Concept and scope of applied translation.
- Differences between literary and applied/functional translation.
- Nature of Sanskrit source texts and target languages (Hindi/English)
- Equivalence, fidelity, and readability in applied translation.
- Role of context, audience, and purpose in translation.

**Unit II Translation of General and Informative Texts.** **Credit 1**

- Translation of simple prose passages from Sanskrit.
- Translation of essays, narratives, and descriptive texts.
- Handling idioms, compounds (समास), and technical expressions.
- Sentence restructuring from Sanskrit to Hindi/English.
- Practice with modern explanatory Sanskrit texts.

**Unit III Translation of Functional and Technical Texts.** **Credit 1**

- Translation of administrative and official Sanskrit texts.
- Scientific, educational, and instructional Sanskrit materials.
- Translation of philosophical and cultural terms.
- Problems of terminology and lexical gaps.
- Use of dictionaries, glossaries, and reference tools.

**Unit IV Practical Translation and Evaluation.** **Credit 1**

- Guided translation exercises (Sanskrit → Hindi/English)
- Comparative analysis of translated texts.
- Error analysis and revision techniques.
- Style, register, and clarity in target language.
- Project work / practical examination.

**Essential/Recommended Readings/Texts:**

1. Newmark, Peter. A Textbook of Translation. Prentice Hall.
2. Apte, V. S. The Practical Sanskrit-English Dictionary. Motilal Banarsidass.
3. Kale, M. R. A Higher Sanskrit Grammar. Motilal Banarsidass.
4. Nida, Eugene A. Language, Culture, and Translating. Brill.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Minor 3.A.8: Translation of Modern Emerging areas

**Course objectives:**

1. To introduce students to modern and emerging domains requiring translation skills.
2. To develop the ability to translate contemporary texts into and from Sanskrit/Hindi/English.
3. To familiarize students with new terminology and neologisms in emerging fields.
4. To prepare students for professional and interdisciplinary translation contexts.

**Learning outcomes:**

After completing the course, the students will:

1. Translate texts related to science, technology, media, education, and administration accurately.
2. Handle modern concepts and technical vocabulary using appropriate translation strategies.
3. Adapt translation style according to purpose, audience, and medium.
4. Demonstrate applied translation competence in contemporary professional settings.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Minor 3.A.8 | Translation of Modern Emerging areas | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Translation of Media, Journalism, and Digital Content.** **Credit 1**

- Translation of news reports, articles, and editorials.
- Digital media, websites, blogs, and social media content.
  Style, brevity, and audience-oriented translation.
- Challenges of contemporary vocabulary and neologisms.
- Practical exercises in media translation.

**Unit II Translation of Legal, Administrative, and Commercial Texts.** **Credit 1**

- Translation of legal notices, rules, and official documents.
- Administrative language and terminology.
- Translation of business, banking, and commercial texts.
- Accuracy, formality, and functional equivalence.
- Practice with government and institutional documents.

**Unit III Translation of Interdisciplinary and Emerging Domains.** **Credit 1**

- Translation of texts related to environment and sustainability.
- Health, medicine, and wellness-related translation.
- Translation of social sciences and interdisciplinary studies.

- Ethics and responsibility in modern translation.
- Project-based translation of emerging area texts.

**Essential/Recommended Readings/Texts:**


1. Newmark, Peter. A Textbook of Translation. Prentice Hall.
2. Nida, Eugene A. Language, Culture, and Translating. Brill.
3. Crystal, David. Language and the Internet. Cambridge University Press.
4. Baker, Mona. In Other Words: A Coursebook on Translation. Routledge.
5. नौटियाल, चक्रधर, *बृहद्- अनुवाद- चन्द्रिका*, दिल्ली : मोतीलाल बनारसीदास।
6. द्विवेदी, कपिलदेव, *रचनानुवादकौमुदी*, वाराणसी : विश्वविद्यालय प्रकाशन।
7. द्विवेदी, कपिलदेव, *संस्कृत निबन्धशतकं,* वाराणसी : विश्वविद्यालय प्रकाशन, वाराणसी।
8. Kale, M.R, Higher Sanskrit Grammar, MLBD, Delhi (Hindi Translation also available)

# FOURTH YEAR: MINOR PAPERS

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Minor 4.A.1: Translation of Documents in various govt sectors

**Course objectives:**

1. To familiarize students with the nature and format of official government documents.
2. To develop skills for accurate translation of administrative, legal, and policy-related texts.
3. To train students in using official terminology and standardized language.
4. To prepare learners for professional translation roles in government and public sectors.

**Learning outcomes:**

After completing the course, the students will:

1. Translate government documents from Sanskrit to Hindi/English and vice versa accurately.
2. Use appropriate administrative and legal terminology in translations.
3. Maintain clarity, neutrality, and official tone required in government communication.
4. Demonstrate practical competence in translating real-life public sector documents.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Minor 4.A.1 | Translation of Documents in various govt sectors | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Government Documentation and Translation. Credit 1**

- Nature and types of government documents.
- Official language policy and role of translation.
- Features of administrative and bureaucratic language.
- Principles of accuracy, clarity, and uniformity.
- Standard formats and conventions in government translation.

**Unit II Translation of Administrative and Official Documents. Credit 1**

- Translation of orders, notifications, circulars, and resolutions.
- Office memoranda, reports, and minutes.
- Forms, applications, and affidavits.
- Terminology related to administration and governance.
- Practice with selected administrative texts.

**Unit III Translation of Legal and Constitutional Documents. Credit 1**

- Translation of acts, rules, and regulations.
- Government contracts, agreements, and tenders.
- Constitutional and statutory terminology.
- Problems of legal equivalence and interpretation.
- Practice of translating legal government documents.

**Unit IV Translation of Sector-Specific Government Documents. Credit 1**

- Translation of documents related to education, health, and environment.
- Finance, taxation, and public welfare documents.
- E-governance and digital government communication.
- Use of standard glossaries and digital tools.

**Essential/Recommended Readings/Texts:**

1. Teacher's notes, ppt, and handout.
2. Government of India, Administrative Glossary (Hindi–English), Department of Official Language.
3. नौटियाल, चक्रधर, *बृहद्- अनुवाद- चन्द्रिका,* दिल्ली : मोतीलाल बनारसीदास।
4. द्विवेदी, कपिलदेव, *रचनानुवादकौमुदी*, वाराणसी : विश्वविद्यालय प्रकाशन।
5. द्विवेदी, कपिलदेव, *संस्कृत निबन्धशतकं,* वाराणसी : विश्वविद्यालय प्रकाशन।

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Minor 4.A.2: Introduction of Machine Translation

**Course objectives:**

1. To introduce the basic concepts, history, and scope of Machine Translation (MT).
2. To familiarize students with different approaches to MT such as rule-based, statistical, and neural methods.
3. To examine the possibilities and limitations of machine translation, especially for Sanskrit and Indian languages.
4. To develop awareness of human–machine interaction in translation processes.

**Learning outcomes:**

After completing the course, the students will:

1. Explain the fundamental principles and types of machine translation systems.
2. Identify the challenges of MT in morphologically rich languages like Sanskrit.
3. Compare human translation and machine translation outputs critically.
4. Use basic MT tools with an understanding of post-editing requirements.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Minor 4.A.2 | Introduction of Machine Translation | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Basics of Machine Translation.** **Credit 1**

- Definition and concept of Machine Translation (MT)
- History and evolution of MT.
- Human translation vs. machine translation.
- Scope and limitations of MT.
- Role of MT in modern translation practices.

**Unit II Types and Approaches of Machine Translation.** **Credit 1**

- Rule-Based Machine Translation (RBMT)
- Statistical Machine Translation (SMT)
- Neural Machine Translation (NMT)
- Hybrid approaches to MT.

**Unit III Machine Translation and Indian / Sanskrit Languages.** **Credit 1**

- Challenges in MT for Indian languages.
- Structural features of Sanskrit affecting MT.
- Morphology, syntax, and semantic issues in Sanskrit MT.
- Overview of Sanskrit MT tools and projects.
- Role of corpora, dictionaries, and linguistic resources.

**Unit IV Evaluation, Applications, and Future Trends.** **Credit 1**

- Evaluation of MT output (accuracy, fluency, adequacy)
- Post-editing of machine-translated texts.
- Applications of MT in education, governance, and media.
- Ethical issues and reliability of MT.
- Future trends and developments in MT.
- Learning Outcomes (Indicative)
- Understanding of basic concepts of machine translation.
- Awareness of different MT approaches.
- Familiarity with challenges of Sanskrit MT.
- Ability to evaluate and use MT responsibly.

**Essential/Recommended Readings/Texts:**

1. Hutchins, W. J. & Somers, H. L. An Introduction to Machine Translation. Academic Press.
2. Koehn, Philipp. Neural Machine Translation. Cambridge University Press.
3. Arnold, Doug et al. Machine Translation: An Introductory Guide. Blackwell.
4. Bhattacharyya, Pushpak. Machine Translation. CRC Press.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Minor 4.A.3: Practice of Concepts through M.T and challenges

**Course objectives:**

1. To introduce the fundamentals of Machine Translation (MT) and its applications.
2. To enable students to practice translation concepts using MT systems.
3. To analyze the challenges and limitations of Machine Translation.
4. To develop critical skills for post-editing and evaluating MT outputs.

**Learning outcomes:**

After completing the course, the students will:

1. Explain core translation concepts as applied in Machine Translation.
2. Use MT tools to translate texts and analyze their outputs.
3. Identify linguistic, cultural, and technical challenges in MT-based translation.
4. Perform basic post-editing and quality assessment of MT translations.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Minor 4.A.3 | Practice of Concepts through M.T and challenges | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Machine Translation Practice.** **Credit 1**

- Review of basic concepts of Machine Translation.
- Overview of available MT tools for Sanskrit.
- Workflow of MT-assisted translation.
- Role of human translator in MT practice.
- Limitations and scope of MT in Sanskrit translation.

**Unit II Practical Use of MT Tools.** **Credit 1**

- Hands-on translation of simple Sanskrit texts using MT.
- Use of MT for prose, informative, and applied texts.
- Comparison of MT output with human translation.
- Identification of common MT errors.
- Improving output through controlled input.

**Unit III Challenges in Machine Translation of Sanskrit.** **Credit 1**

- Morphological and syntactic challenges in Sanskrit.
- Problems of sandhi, samāsa, and word order.
- Semantic ambiguity and contextual interpretation.
- Cultural and philosophical concepts in MT.

- Limitations of corpora and linguistic resources.

**Unit IV Post-Editing, Evaluation, and Ethics. Credit 1**

- Post-editing techniques for MT output.
- Evaluation criteria: adequacy, fluency, and accuracy.
- Human intervention and quality enhancement.
- Ethical issues and responsible use of MT.

**Essential/Recommended Readings/Texts:**

1. Hutchins, J. & Somers, H. An Introduction to Machine Translation. Academic Press.
2. Koehn, P. Neural Machine Translation. Cambridge University Press.
3. Kulkarni, A. et al. "Machine Translation for Indian Languages."
4. ISO 18587: Post-editing of Machine Translation Output.

# B.A. Hons.

# Sanskrit and Psychology

# Learning Outcomes-based Curriculum Framework
# For
# UG Double Major Programme in
# Sanskrit and Psychology
# 2025

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Minor 2.A.2: History of Sanskrit Literature ....125

Minor 2.A.3: Personality: East and West ....127

Minor 2.A.4: Basics of Indian Psychology ....129

Minor 2.A.5: Law and Social Psychology in India ....131

**THIRD YEAR: MINOR PAPERS** ....133

Minor 3.A.1: Translation and Literary Criticism in Sanskrit ....134

Minor 3.A.2: Sanskrit for Competitive Exams ....136

Minor 3.A.3: Svāsthavṛtta: Ayurvedic Wellness and Psychology ....138

Minor 3.A.4: Applied Aspects of Indian Psychology ....140

Minor 3.A.5: Sports Psychology ....142

Minor 3.A.6: Foundations of Industrial (I/O) Psychology ....144

Minor 3.A.7: Educational Psychology ....146

Minor 3.A.8: Contemplative Traditions and Practices of India ....148

Minor 3.A.9: Cultural Orientation to Counselling.....151
Minor 3.A.10: Yoga and Neuroscience .....153

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Minor 4.A.2: Advanced Counselling Skills.....160
Minor 4.A.3: Happiness and Well-being in Sanskrit Literature .....163
Minor 4.A.4: Tantrayukti: Classical Methods for Organizing Thought and Discourse .....165
Minor 4.A.5: Sanskrit Aesthetics and Rasa Theory.....167
Minor 4.A.6: The Ideal of Governance (Kaccit-Sarga of Rāmāyaṇa).....169
Minor 4.A.7: Avadhānam: Attention & Creativity.....172
Minor 4.A.8: Life Sketches in the Lived Indian Psychology .....175
Minor 4.A.9: Neuropsychological Assessments and Cognitive Rehabilitation.....177
Minor 4.A.10: Bhakti and Indian Psychology .....179
Minor 4.A.11: Creativity and Aesthetics .....181

# INTRODUCTION OF THE PROGRAM

B.A. Hons. (Sanskrit and Psychology) is an interdisciplinary undergraduate program that combines the rich literary, linguistic, and philosophical heritage of Sanskrit with the contemporary and evolving field of psychology and mind sciences. This program is designed to offer students a strong foundation in Sanskrit literature, grammar, philosophies of mind and consciousness and Sanskrit cultural studies while providing equally rigorous conceptual and applied knowledge and skills in psychology and mind sciences.

A dual major in Sanskrit and Psychology is an interdisciplinary domain of studies that will fulfil a longstanding need for authentic scholarship that bridges Sanskrit scholarship in mind sciences with contemporary psychology. A 4-year graduate program in Sanskrit and Psychology, with a strong focus on Sanskrit primary sources is a groundbreaking initiative. The present document outlines a tentative course structure designed to foster a deep and productive connection between these two streams of knowledge.

**Vision:**

To train and mentor a new generation of scholars, professionals and practitioners who can cross-translate and apply the profound insights of Indian psychological thought, examine relevant primary Sanskrit texts to conceptualise, operationalise and apply Indian psychology in current contexts. The new generation of scholars, researchers and practitioners will engage and contribute to a meaningful, non-reductive and pathbreaking dialogue between Sanskrit traditions and contemporary mind-science scholarship.

Students will gain both scholarly depth and applied competence through the close and interwoven blend of traditional sanskrit and contemporary psychology scholarship that (a) focuses on Sanskrit texts that delineate applied Indian psychology and health systems frameworks such as Ayurveda and Yoga, (b) Sanskrit Smrti literature that reflects into social, political and legal aspects of contemporary psychology in India and (c) Sanskrit Kāvya and alamkāra literature, that connects Indian aesthetics and well-being. The program emphasizes practical application through specializations in cognitive psychology, clinical and counselling psychology, including relationship management, conflict resolution, positive psychology, sports, industrial and organizational psychology.

Psychology increasingly is an in-demand higher education discipline and thus this dual major program is ideal for bridging the contrived gap between past and present. Students interested in cognition, consciousness and culture, mental health and well-being, clinical and counselling as well as social, developmental and organizational psychology based professions, as well as enquiring into the insights from Sanskrit world-view, will benefit from this dual major.

# OBJECTIVES OF THE PROGRAM

The B.A. Hons. (Sanskrit and Psychology) program aims to:

1. **Build advanced proficiency in Sanskrit for the anglophone psychology frameworks to** read, interpret and cross-translate relevant primary texts independently and critically for theorising and application in contemporary Indian psychology.

2. **Develop familiarity as access to the Sanskrit and Anglophone World-views**, with the meta-theoretical - ontological, epistemic and axiological assumptions enabling students to conceptualise, theorise and research ideas located in Sanskrit, but of universal relevance. Familiarity with the world-views will enable students to communicate effectively and advocate for the flourishing of living Sanskrit traditions. .

3. **Introduce and analyse** psychological concepts, frameworks and theories as well as questions and debates in consciousness, cognition, culture and relationality as relevant to India's cultural and social - ecological diversity.

4. **Equip students with practical competencies and skills** such as psychometric testing, experimental designs and laboratory work, paradigms of research designs, academic communication, and applied psychology in relationship management, conflict resolution, health, and Indian systems, creativity, aesthetics and well-being, sports and positive psychology, social and group dynamics and organizational psychology.

5. **Foster interdisciplinary understanding** between classical knowledge systems and contemporary psychological frameworks

6. **Cultivate cultural sensitivity and heritage awareness** to prepare students for roles that bridge the past and present of psychological ideas and debates of universal relevance.

7. **Encourage pathbreaking research and critical thinking** through textual analysis of primary sources, comparative studies and conceptual innovation.

8. **Prepare for competitive and professional fields**, including health, well-being, counselling, clinical work, academia, translation, research in cutting-edge areas of consciousness and cognitive sciences as well as public policy and administrative services.

# OUTCOMES OF THE PROGRAM

After the completion of the B.A. Hons. (Sanskrit and Psychology) program, Students will be able to:

1. **Demonstrate proficiency in both Anglophone and Sanskrit scholarship and research on mind sciences.** Understand, analyze, and interpret and utilise both relevant Sanskrit texts, including epics, philosophical treatises, commentary on health and well-being as well psychology frameworks for a honouring of primary texts and bridging of ideas of universal relevance
2. **Examine Indian Knowledge Systems (IKS) on mind and society through theoretical and research rigour.** Examine and appreciate the depth of Indian psychological frameworks on mind and society in Sanskrit textual corpus on philosophies of mind, health and well-being, arts, aesthetics and creativity, social and legal codes, enactive cultural traditions, art forms, rituals, and their continued relevance in contemporary context.
3. **Comprehend and apply psychological conceptualizations, frameworks and principles in contemporary practice contexts.** Possess foundational and applied knowledge of core psychological frameworks and applications including specializations such as health and well-being, consciousness, cognition and culture, creativity, arts and aesthetics, psychometrics, research designs and specializations in research, organizational, health, positive and sports psychology.
4. **Communicate effectively across languages and cultures.** Translate and interpret texts and contribute to the cross-fertilization of ideas and insights, fully acknowledging and honouring the Indian philosophical and psychological heritage. Communicate effectively in Sanskrit and English with accuracy with diverse academic and non-academic audiences.
5. **Continue to engage with Higher Education sectors in academia, research, training and professional work.** Develop and utilize competencies and skills for further research, practice and professional training.
6. **Demonstrate interdisciplinary competence.** Integrate classical Sanskrit knowledge with contemporary psychology and mind sciences contributing to cutting edge fields such as consciousness, cognition and culture, health and well-being, creativity, arts and aesthetics and mind, relations and society, to solve the emerging challenges of universal relevance.
7. **Conduct research and critical inquiry.** Engage in cutting-edge academic research using traditional texts and contemporary methods (e.g., neuroscience, textual and archival research, ethnographic enquiry, computational linguistics).
8. **Pursue Lifelong Learning and Professional Growth.** Be equipped to pursue higher studies, competitive exams, or professional training in Sanskrit, psychology, education, public; policy and/or related fields.

# PROGRAM OUTCOME MAPPING FOR MAJOR COURSES

| Course Name | Rootedness | IKS | Futuristic | Employability | Value, Skill and Multidisciplinary | Disciplinary Knowledge | Difficulty Level |
|---|---|---|---|---|---|---|---|
| Sanskrit Language and Grammar – Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Fundamentals of Bhāratīya jñāna paramparā | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Bhāratīya Social Institutions | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Understanding Psychology | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Approaches to Personality: Eastern and Western | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit Language and Grammar – Intermediate | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Fundamentals of Ayurveda | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Introduction to Itihāsa Purāṇa Traditions | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Environmental Awareness in Sanskrit Literature | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Bio Psychology | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Cognitive Psychology | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Paradigms of Psychology and Schools of Thought | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Sanskrit Language - Advanced | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Indian Philosophy - Overview | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit Writing Skills | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Social Psychology and Cultural Processes | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Foundations of Industrial and Organisational (IO) Psychology | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Indian Hermeneutics: Tantrayukti and Mīmāṃsā Principles | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit Language through Patañjali Yoga Sūtras | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Foundations of Sanskrit Epic Literature and the Bhagavad Gītā | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Foundations of Developmental Psychology | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Introduction to Clinical Psychology | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Śānta: Emotions in Everyday Life | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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|---|---|---|---|---|---|---|---|
| Indian System of Logic and Debate | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Introduction to Nāṭyaśāstra | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Study of Sanskrit Texts in the Context of Indian Epistemology | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Basics of Psychometrics | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Introduction to Counselling Psychology | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Selections from Vedic Literature | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Svāsthya and Integral Well-being | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Indian Linguistic Thought | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Quantitative Methods | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Positive Psychology | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Textual Studies – Māṇḍūkya Upaniṣad | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Vedāṅga Jyotiṣa and Scientific Heritage | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Qualitative Methods | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Contemplative traditions and Practices | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Health Psychology | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Selections from Bhagavad Gītā (16th Chapter) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Advanced Textual Analysis and Critical Thinking | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Introduction to Smṛiti Literature | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Methods and Debates in Interdisciplinary Research | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Creativity and Aesthetics | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

# PROGRAM OUTCOME MAPPING FOR MINOR COURSES

| Course Name | Rootedness | IKS | Futuristic | Employability | Value, Skill and Multidisciplinary | Disciplinary Knowledge | Difficulty Level |
|---|---|---|---|---|---|---|---|
| Introduction to Counselling Psychology | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| History of Sanskrit Literature | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Personality: East and West | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Basics of Indian Psychology | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Law and Social Psychology in India | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Introduction to Smṛiti Literature | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Learnings from Niti Literature | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Interpersonal Relationship and Conflict Management | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Psychology of Religion & Spirituality | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Translation and literary Criticism in Sanskrit | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit for Competitive Exams | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Svastha Vrtta | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Applied Aspects of Indian Psychology | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sports Psychology | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Foundations of Industrial (I/O) Psychology | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Educational Psychology | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Contemplative traditions and Practices | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Cultural Orientation to Counselling | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Yoga and Neuroscience | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Performance Management and Career Development | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Advanced Counselling Skills | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Happiness and Well-being in Sanskrit Literature | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Tantrayukti: Classical Methods for Organizing Thought and Discourse | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit Aesthetics and Rasa Theory | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| The Ideal of Governance (Kaccit-sarga of Rāmāyaṇa) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Avadhānam: Attention and Creativity | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Life Sketches in Lived Indian Psychology | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Neuropsychological Assessment and Cognitive Rehabilitation | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Bhakti as Embodied Indian Psychology | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Creativity and Aesthetics | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

# POOL OF MAJOR COURSES

| S.No. | | Course Title | Course Credit | Course Level |
|---|---|---|---|---|
| | | **Semester-1** | | |
| 1 | FIRST YEAR MAJOR COURSES | Major 1.1: Sanskrit Language and Grammar – Basic | 4 | 100-199 |
| 2 | | Major 1.2: Fundamentals of Bhāratīya jñāna paramparā | 4 | 100-199 |
| 3 | | Major 1.3: Bhāratīya Social Institutions | 4 | 100-199 |
| 4 | | Major 1.4: Understanding Psychology | 4 | 100-199 |
| 5 | | Major 1.5: Approaches to Personality: Eastern and Western | 4 | 100-199 |
| | | **Semester-2** | | |
| 6 | | Major 1.6: Sanskrit Language and Grammar – Intermediate | 4 | 100-199 |
| 7 | | Major 1.7: Fundamentals of Ayurveda | 4 | 100-199 |
| 8 | | Major 1.8: Introduction to Itihāsa Purāṇa Traditions | 4 | 100-199 |
| 9 | | Major 1.9: Environmental Awareness in Sanskrit Literature | 4 | 100-199 |
| 10 | | Major 1.10: Bio Psychology | 4 | 100-199 |
| 11 | | Major 1.11: Cognitive Psychology | 4 | 100-199 |
| 12 | | Major 1.12: Paradigms of Psychology and Schools of Thought | 4 | 100-199 |
| | SECOND YEAR MAJOR COURSES | **Semester-3** | | |
| 13 | | Major 2.1: Major 2.1: Sanskrit Language - Advanced | 4 | 200-299 |
| 14 | | Major 2.2: Indian Philosophy - Overview | 4 | 200-299 |
| 15 | | Major 2.3: Sanskrit Writing Skills | 4 | 200-299 |
| 16 | | Major 2.4: Social Psychology and Cultural Processes | 4 | 200-299 |
| 17 | | Major 2.5: Foundations of Industrial and Organisational (IO) Psychology | 4 | 200-299 |
| | | **Semester-4** | | |
| 18 | | Major 2.6: Indian Hermeneutics: Tantrayukti and Mīmāṃsā Principles | 4 | 200-299 |
| 19 | | Major 2.7: Sanskrit Language through Patañjali Yoga Sūtras | 4 | 200-299 |
| 20 | | Major 2.8: Foundations of Sanskrit Epic Literature and the Bhagavad Gītā | 4 | 200-299 |
| 21 | | Major 2.9: Foundations of Developmental Psychology | 4 | 200-299 |
| 22 | | Major 2.10: Introduction to Clinical Psychology | 4 | 200-299 |
| 23 | | Major 2.11: Śānta: Emotions in Everyday Life | 4 | 200-299 |
| | THIRD YEAR | **Semester-5** | | |
| 24 | | Major 3.1: Indian System of Logic and Debate | 4 | 300-399 |
| 25 | | Major 3.2: Introduction to Nāṭyaśāstra | 4 | 300-399 |

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|---|---|---|---|---|
| 26 | | Major 3.3: Study of Sanskrit Texts in the Context of Indian Epistemology | 4 | 300-399 |
| 27 | | Major 3.4: Basics of Psychometrics | 4 | 300-399 |
| 28 | | Major 3.5: Introduction to Counselling Psychology | 4 | 300-399 |
| | | **Semester-6** | | |
| 29 | | Major 3.6: Selections from Vedic Literature | 4 | 300-399 |
| 30 | | Major 3.7: Svāsthya and Integral Well-being | 4 | 300-399 |
| 31 | | Major 3.8: Indian Linguistic Thought | 4 | 300-399 |
| 32 | | Major 3.9: Quantitative Methods | 4 | 300-399 |
| 43 | | Major 3.10: Positive Psychology | 4 | 300-399 |
| | **FOURTH YEAR MAJOR COURSES** | **Semester-7** | | |
| 34 | | Major 4.1: Textual Studies – Māṇḍūkya Upaniṣad | 4 | 400-499 |
| 35 | | Major 4.2: Vedāṅga Jyotiṣa and Scientific Heritage | 4 | 400-499 |
| 36 | | Major 4.3: Qualitative Methods | 4 | 400-499 |
| 37 | | Major 4.4: Contemplative traditions and Practices | 4 | 400-499 |
| 38 | | Major 4.5: Health Psychology | 4 | 400-499 |
| | | **Semester-8** | | |
| 39 | | Major 4.6: Selections from Bhagavad Gītā (16th Chapter) | 4 | 400-499 |
| 40 | | Major 4.7: Advanced Textual Analysis and Critical Thinking | 4 | 400-499 |
| 41 | | Major 4.8: Introduction to Smṛiti Literature | 4 | 400-499 |
| 42 | | Major 4.9: Methods and Debates in Interdisciplinary Research | 4 | 400-499 |
| 43 | | Major 4.10: Creativity and Aesthetics | 4 | 400-499 |

# POOL OF MINOR COURSES

| S. No. | | Course Title | Course Credit | Course Level |
|---|---|---|---|---|
| 1 | SECOND YEAR MINOR | Minor 2.A.1: Introduction to Counselling Psychology | 4 | 200-299 |
| 2 | | Minor 2.A.2: History of Sanskrit Literature | 4 | 200-299 |
| 3 | | Minor 2.A.3: Personality: East and West | 4 | 200-299 |
| 4 | | Minor 2.A.4: Basics of Indian Psychology | 4 | 200-299 |
| 5 | | Minor 2.A.5: Law and Social Psychology in India | 4 | 200-299 |
| 6 | THIRD YEAR MINOR COURSES | Minor 3.A.1: Translation and literary Criticism in Sanskrit | 4 | 300-399 |
| 7 | | Minor 3.A.2: Sanskrit for Competitive Exams | 4 | 300-399 |
| 8 | | Minor 3.A.3: Svastha Vrtta | 4 | 300-399 |
| 9 | | Minor 3.A.4: Applied Aspects of Indian Psychology) | 4 | 300-399 |
| 10 | | Minor 3.A.5: Sports Psychology | 4 | 300-399 |
| 11 | | Minor 3.A.6: Foundations of Industrial (I/O) Psychology | 4 | 300-399 |
| 12 | | Minor 3.A.7: Educational Psychology | 4 | 300-399 |
| 13 | | Minor 3.A.8: Contemplative traditions and Practices | 4 | 300-399 |
| 14 | | Minor 3.A.9: Cultural Orientation to Counselling | 4 | 300-399 |
| 15 | | Minor 3.A.10: Yoga and Neuroscience | 4 | 300-399 |
| 16 | FOURTH YEAR MINOR COURSES | Minor 4.A.1: Performance Management and Career Development | | |
| 17 | | Minor 4.A.2: Advanced Counselling Skills | | |
| 18 | | Minor 4.A.3: Happiness and Well-being in Sanskrit Literature | 4 | 400-499 |
| 19 | | Minor 4.A.4: Tantrayukti: Classical Methods for Organizing Thought and Discourse | 4 | 400-499 |
| 20 | | Minor 4.A.5: Sanskrit Aesthetics and Rasa Theory | 4 | 400-499 |
| 21 | | Minor 4.A.6: The Ideal of Governance (Kaccit-sarga of Rāmāyaṇa) | 4 | 400-499 |
| 22 | | Minor 4.A.7: Avadhānam: Attention and Creativity | 4 | 400-499 |
| 23 | | Minor 4.A.8.: Life Sketches in the Lived Indian Psychology | 4 | 400-499 |
| 24 | | Minor 4.A.9: Neuropsychological Assessment and Cognitive Rehabilitation | 4 | 400-499 |
| 25 | | Minor 4.A.10: Bhakti as Embodied Indian Psychology | 4 | 400-499 |
| 26 | | Minor 4.A.11: Creativity and Aesthetics | 4 | 400-499 |

# COMPULSORY COURSES

The Committee proposes Psychology compulsory courses to be taken by students / to be offered by University since Psychology is a technical discipline, the Double Majors programme should include the *essential courses for Psychology* so that there is no compromise in their qualification as a psychologist. In the same way *essential Sanskrit courses* are also given for their qualification as a Sanskrit graduate.

**PSYCHOLOGY COMPULSORY COURSES**

| |
|---|
| **Semester-1** |
| Major 1.4: Understanding Psychology |
| **Semester-2** |
| Major 1.10: Bio Psychology |
| Major 1.11: Cognitive Psychology |
| **Semester-3** |
| Major 2.4: Social Psychology and Cultural Processes |
| Major 2.5: Foundations of Industrial and Organisational (IO) Psychology |
| **Semester-4** |
| Major 2.9: Foundations of Developmental Psychology |
| Major 2.10: Introduction to Clinical Psychology |
| **Semester-5** |
| Major 3.4: Basics of Psychometrics |
| Major 3.5: Introduction to Counselling Psychology |
| **Semester-6** |
| Major 3.9: Quantitative Methods |
| Major 3.10: Positive Psychology |
| **Semester-7** |
| Major 4.3: Qualitative Methods |
| Major 4.4: Contemplative traditions and Practices |
| **Semester-8** |
| Major 4.9: Methods and Debates in Interdisciplinary Research |
| Major 4.10: Creativity and Aesthetics |

## SANSKRIT COMPULSORY COURSES

| |
|---|
| **Semester-1** |
| Major 1.1: Sanskrit Language and Grammar – Basic |
| Major 1.2: Fundamentals of Bhāratīya jñāna paramparā |
| **Semester-2** |
| Major 1.6: Sanskrit Language and Grammar – Intermediate |
| Major 1.7: Fundamentals of Ayurveda |
| **Semester-3** |
| Major 2.1: Major 2.1: Sanskrit Language - Advanced |
| Major 2.2: Indian Philosophy - Overview |
| **Semester-4** |
| Major 2.6: Indian Hermeneutics: Tantrayukti and Mīmāṃsā Principles |
| Major 2.7: Sanskrit Language through Patañjali Yoga Sūtras |
| **Semester-5** |
| Major 3.1: Indian System of Logic and Debate |
| **Semester-6** |
| Major 3.6: Selections from Vedic Literature |
| Major 3.7: Svāsthya and Integral Well-being |
| **Semester-7** |
| Major 4.1: Textual Studies – Māṇḍūkya Upaniṣad |
| **Semester-8** |
| Major 4.6: Selections from Bhagavad Gītā (16th Chapter) |
| Major 4.7: Advanced Textual Analysis and Critical Thinking |

# FIRST YEAR: MAJOR PAPERS

**Difficulty Level 100-199**

**Credits – 4**
**Hours - 60**

## Semester – 1
## (Sanskrit Majors)
## Major 1.1: Sanskrit Language and Grammar – Basic

**Course objectives:**

1. Develop a **practical** working knowledge of simple Sanskrit for everyday contexts (self-introduction, basic questions, simple descriptions and commands).
2. Enable students to participate in basic Sambhāṣaṇa Saṁskṛtam exchanges using common structures (vibhakti, three tenses of verbs, simple avyayas).
3. Build foundational reading and writing skills in Devanāgarī (varṇamālā, saṁyuktākṣaras, numbers, time expressions) sufficient to read and write simple sentences.
4. Introduce primary elements of basic Sanskrit grammar (noun genders and endings, pronouns, simple verb conjugations in three kālas, use of seven vibhaktis) through examples drawn from conversation.
5. Cultivate interest and positive attitude towards Sanskrit through songs, subhāṣitas, and short stories that connect with Indian culture and Indian Knowledge Systems

**Learning Outcomes:**

On successful completion of the course, the learner will be able to:

1. Introduce self and others, ask and answer simple questions, and handle routine class/ daily-life interactions in simple Sanskrit (oral).
2. Use core verb forms in three basic tenses/moods (present, past, simple future, imperative/loṭ) in very simple, short sentences in familiar contexts.
3. Read and write Devanāgarī fluently for basic words and sentences, including conjunct consonants, numbers 1–100, and simple time expressions.
4. Identify and correctly apply basic noun forms (selected a-kārānta pulliṅga, napuṁsakaliṅga, ā/ī-kārānta strīliṅga, pronouns like aham, bhavān, bhavatī) in a few common vibhaktis in simple sentence patterns.
5. Comprehend the gist of very short, graded texts (simple anecdotes, subhāṣitas, songs) and demonstrate understanding through oral narration, role-play, or brief written responses.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.1 | Sanskrit Language and Grammar – Basic | 03 | 0 | 01 | 04 |

**Details of Course:**

**Unit I सम्भाषणसंस्कृतम् – १** **Credit 0.75**

- स्व-पर-परिचयः – मम, अहम्, भवान्, भवती, सः, सा इत्यादीनां प्रयोगः, स्व-पर-परिचय-वाक्यरचनाः च।
- सम्बोधनम् – सहपाठी-अध्यापक-परिवार-सदस्यादीनां सम्बोधनरूपाणि, कक्षा-व्यवहार-वाक्यानि च।
- स्वेतर-सम्बन्धाभिव्यक्तिः (षष्ठी-विभक्तिः) – मम नाम…, अस्य पुस्तकं, अस्याः गृहं इत्यादि-दैनन्दिन-वाक्येषु।

- क्रियापदानां त्रयः कालाः – लट्, लङ्, लृट्-लकारेषु आधारभूत-क्रियापदानां (उदा. गम्, पठ्, लिख्, खाद् इत्यादि) रूपाणि सुलभ-वाक्येषु।
- अज्ञाप्रदानम् (लोट्-लकारः) – सरल-आज्ञा-वाक्यरचना (आगच्छ, पठ, लिख, उपविश, उत्तिष्ठ इत्यादि) कक्षा-व्यवहारे।

**Unit II सम्भाषणसंस्कृतम्।** **Credit 0.75**

- विभक्तिप्रयोगाः – प्रथमा, द्वितीया, तृतीया, चतुर्थी, पञ्चमी, षष्ठी, सप्तमी-विभक्तीनां सरलोदाहरणानि, व्यवहार-वाक्यरचना।
- देश-कालादि-सम्बद्धाः व्यवहाराः – पुरतः, पृष्ठतः, उपरि, अधः इत्यादि दिग्वाचकपदानि; अद्य, श्वः, ह्यः, इदानीम् इत्यादि कालवाचक-व्यवहाराः।
- शरीरावयवाः, सङ्ख्याव्यवहारः, समयः – शरीर-अङ्गनामानि, सङ्ख्या १–१०० पर्यन्तं सामान्य-व्यवहारः, घटी-सम्बद्धः समय-प्रयोगः।भावाभिव्यञ्जकानि अव्ययानि – किन्तु, निश्चयेन, शीघ्रम्, मन्दम् इत्यादीनां प्रयोगः संवादरूपेण।
- भावाभिव्यञ्जकानि अव्ययानि – किन्तु, निश्चयेन, शीघ्रम्, मन्दम् इत्यादीनां प्रयोगः संवादरूपेण।
- गीतगानम् – 'मनस सततम्', 'पठत संस्कृतम्' इत्यादि गीतानाम् अध्ययनम्, उच्चारण-अभ्यासः।
- कथा कथनम् – 'पिपासोः काकस्य कथा', 'भिक्षुकस्य कथा', 'एकं वा देहि' (आम्रफलम्/कर्णः) इत्यादीनां श्रवणं, प्रश्नोत्तररूपेण अवगमनं, लघु-नाट्य-रूपेण प्रस्तुतिः च।

**Unit III लेखनाभ्यासः।** **Credit 1**

- स्वराक्षराणि, कवर्गः, चवर्गश्च – देवनागरी-स्वराः, क-वर्ग, च-वर्ग-लेखन-पठन-अभ्यासः।
- ट–त–पवर्गाः – ट-वर्ग, त-वर्ग, प-वर्ग-लेखन-पठनं सरल-शब्देषु।
- य, र, ल, व, श, ष, ह-काराः – व्यञ्जनविशेषाणां लेखनाभ्यासः, प्रयोगः च।
- स्वर-व्यञ्जनमेलनम् – अ, आ, इ, ई इत्यादीनां व्यञ्जनैः सह संयोगः, सरल-शब्दनिर्माणाभ्यासः।
- संयुक्ताक्षराणि – १ – आदिमाः चत्वारः प्रकाराः, उदाहरणैः सह लेखनाभ्यासः।
- संयुक्ताक्षराणि – २ – पञ्चम-प्रभृति-अष्टम-पर्यन्ताः प्रकाराः, पाठन-लेखनाभ्यासः।
- सङ्ख्या १–१०० – लेखन-पठनाभ्यासः, तालिका-पूरणम्, संख्यासम्बद्धा प्रश्नावली।
- समयः – घण्टा-निमेषादीनां निर्देशनम्, दैनन्दिन-अनुक्रमणिका (दिनचर्या) लिखितरूपेण वर्णनम्।

**Unit IV विशिष्टाभ्यासाः।** **Credit 1**

- क्रियापदानि त्रिषु कालेषु – न्यूनातिन्यूनं १० क्रियापदानि (उदा. गम्, पठ्, लिख्, खाद्, पिब्, क्रीड् इत्यादि) लट्, लङ्, लृट्-लकारेषु, वाक्यरचना।

- नामपदानि – अकारान्त-पुल्लिङ्ग-नपुंसकलिङ्ग-शब्दाः, आकारान्त-, ईकारान्त-स्त्रीलिङ्ग-शब्दाः, अहं, भवान्, भवती इत्यादयः सर्वनाम-शब्दाः, तेषां प्रथमा-द्वितीया-षष्ठी-विभक्तिषु प्रयोगः।
- सप्त-विभक्तीनां परिचयः – उदाहराणि, सुलभ-तालिका, व्यवहार-वाक्येषु प्रयोगाभ्यासः।
- सरल-वाक्यरचनम् – कर्तृ–कर्म–क्रियाधारित-वाक्यरचनाः, प्रश्न-वाक्यानि (कः, का, किं, कुत्र, कदा इत्यादि)।
- शरीरावयवाः, दिग्वाचकपदानि (पुरतः, पृष्ठतः इत्यादि), कालवाचकपदानि (वासराः, अद्य–श्वः–ह्यः इत्यादि) – सूची, रिक्तस्थानपूरणम्, चित्रवर्णन-अभ्यासः।
- अव्ययानि – अत्र, तत्र, कुत्र, अन्यत्र, सर्वत्र इत्यादीनां प्रयोगः संवाद-लेखनम्, लघु-पैराग्राफ-रचनम्।

**Unit V विशिष्टाभ्यासाः** **Credit 0.5**

- सरल-सुभाषितानि – ३ – उच्चारणम्, पदच्छेदः, अर्थबोधः, अनुप्रयोगः (चित्र/दैनन्दिन-स्थितिषु संगमनम्)।
- कथावगमनम् – २ – अति-लघु-संस्कृत-कथाः, श्रवण-पठनादिकम्, प्रश्नोत्तराणि, क्रमेणयोजनादि-क्रिया।
- सृजनात्मकाः क्रियाकलापाः – लघु-रूपक-प्रदर्शनम् (कक्षा-परिस्थितिः, गृह-व्यवहारः इत्यादि विषयाः), यात्रानुभव-वर्णनम् (सरल-वाक्येषु, चित्रसहितं वा), समूह-प्रस्तुतिः।

**Essential/Recommended Readings/Texts:**

1. (2007), भाषाप्रवेशः, प्रथमः भागः, बेङ्गलूरु : संस्कृतभारती।
2. (2013), प्रथमा दीक्षा, सम्भाषणम्, नवदेहली : राष्ट्रियसंस्कृतसंस्थानम्।
3. विश्वासः, (2014), अभ्यासपुस्तकम्, बेङ्गलूरु : संस्कृतभारती।
4. (2019), व्यवहारप्रदीपः, प्रथमः भागः, नवदेहली : राष्ट्रियसंस्कृतसंस्थानम्।
5. Narasimhachary, M. & Ramaratnam, S. Sanskrit for Beginners. Chennai : N & R Publishers.

**Additional Readings:**

1. Deshpande, Madhav M., (2014). Samskrita Subodhini, A Sanskrit Primer. Michigan : Centre for South Asian Studies, University of Michigan.
2. हेगडे, जनार्दन, (2020), अभ्यासनिधिः, बेङ्गलूरु : संस्कृतभारती।
3. राष्ट्रियसंस्कृतसंस्थानम्, (2013), प्रथमा दीक्षा, परिशिष्टम्, नवदेहली : राष्ट्रियसंस्कृतसंस्थानम्।

**Difficulty Level 100-199**

**Credits – 4**
**Hours - 60**

## Major 1.2: Fundamentals of Bhāratīya jñāna paramparā

**Course Objectives:**

1. To understand the fundamentals, historical development and key domains of the Indian Knowledge System (IKS).
2. To learn traditional methods of knowledge acquisition and recognize the contributions of IKS to global knowledge.
3. To examine the relevance of IKS in the modern world and explore its applications in contemporary contexts.
4. To promote cross-cultural dialogue and encourage the integration of IKS with other global knowledge systems.
5. To inspire interdisciplinary research and foster the blending of traditional wisdom with modern innovation.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explore the key components of the Indian Knowledge System, including its foundational texts, philosophy, science and arts
2. Understand the historical development and evolution of the Indian Knowledge System across various disciplines.
3. Recognize the contributions of Indian knowledge to global thought, especially in mathematics, astronomy, medicine and literature.
4. Evaluate the relevance of the Indian Knowledge System in addressing contemporary challenges in education, health and sustainability.
5. Apply traditional Indian wisdom in modern contexts, fostering interdisciplinary research and innovation.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.2 | Fundamentals of Bhāratīya jñāna paramparā | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction of Bhāratīya jñāna paramparā.** **Credit 1**

- Background and significance.
- Objective of the paper.

**Unit II Historical Development of the Indian Knowledge System.** **Credit 1**

- Vedic Period: The Foundation of Indian Thought.
- Upanishadic Era: Quest for Ultimate Reality.
- Classical Age: Synthesis of Philosophy, Science and Arts.

**Unit III Key Dimensions of the Indian Knowledge System. Credit 1**

- Philosophy and Spirituality.
- Mathematics and Astronomy.
- Medicine and Ayurveda.
- Linguistics and Grammar.
- Arts and Literature.

**Unit IV Epistemology and Methods of Knowledge Acquisition. Credit 1**

- Shruti and Smriti: Oral and Textual Traditions.
- Guru-Shishya Parampara: Teacher-Student Tradition.
- Yoga and Meditation: Self-Realization and Higher States of Consciousness.
- Observation and Empirical Analysis.

**Essential/Recommended Readings/Texts:**

1. Shankar, N. S. (2015). The Rigveda. New Delhi: Harper Collins.
2. Swami Prabhavananda and Isherwood, C. (1997). The Yajurveda. Kolkata: Advaita Ashrama.
3. Swami Sivananda. (2005). The Samaveda. Rishikesh: The Divine Life Society.
4. Joshi, N. P. (2009). The Atharvaveda. Gorakhpur: GītāPress.
5. Patanjali. (1950). The Yoga Sutras of Patanjali, Swami Sivananda. Rishikesh: The Divine Life Society.
6. Chanakya. (1992). The Arthashastra, Translated by L. N. Rangarajan. New Delhi: Penguin Books.
7. Vyasa. (2007). The Bhagavad Gita, Translated by Eknath Easwaran. Petaluma: Nilgiri Press.
8. Valmiki. (2015). The Ramayana, Translated by C. Rajagopalachari. Mumbai: Bharatiya Vidya Bhavan.
9. Vyasa. (2015). The Mahabharata, Translated by C. Rajagopalachari. Mumbai: Bharatiya Vidya Bhavan.
10. Taimni, I. K. (1961). The Science of Yoga. Adyar: The Theosophical Publishing House.
11. Brown, P. (1959). Indian Architecture: Buddhist and Hindu Periods. Bombay: D.B. Taraporevala Sons.
12. Beck, G. L. (2006). Indian Music: A Brief Introduction. New Delhi: Oxford University Press.

**Additional Readings:**

1. Eck, Diana L. (2012). India: A Sacred Geography. New York: Harmony Books.
2. Danino, Michel. (2010). The Lost River: On the Trail of the Sarasvati. New Delhi: Penguin Books.
3. Hamilton, Sue. (2001). Indian Philosophy: A Very Short Introduction. Oxford: Oxford University Press.
4. Prabhavananda, Swami and Manchester, Frederick. (1957). The Upanishads, Revised edition. New York: New American Library.

**Difficulty Level 100-199**

**Credits – 4**
**Hours - 60**

# Major 1.3: Bhāratīya Social Institutions and Polity

**Course objectives:**

1. To generate interest in Ancient Sociological and Political Structure of the Society.
2. To impart knowledge of the ancient Political Thinkers.
3. To impart general skills to argue on the related topics.
4. To establish the relevance of Ancient Bharatiya Social and Political Institutions.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Aware about Social institutions and Bharatiya Polity have been highlighted in *Dharma and Artha śāstra* literature.
2. Be acquainted with various aspects of social institutions and Bharatiya polity as propounded in the ancient Sanskrit texts such as *Mahābhārata*, Kauṭilya's *Arthaśāstra* and other works known as *Nītiśāstra.*

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.3 | Bharatiya Social Institutions and Polity | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Bharatiya Society.** **Credit 1**

- Dharma-
  - Sources of Dharma (*Manusmṛti,* 2,12; *Yājñavalkyasmṛti*,1.7)
  - Fourteen-*Dharmasthānas* (*Yājñavalkyasmṛti* 1.3)
  - *Dharma* as Social and Moral Duty (*Mitākṣarāṭīkā* on *Yājñavalkyasmṛti* 1.1) (*Manusmṛti* 6.92)
- Dharma as an evolving institution – Directions of and reasons for changes in DharmaŚāstra
- Four aims of life *'Puruṣārtha Catuṣṭaya'* –
  - *Dharma*
  - *Artha*
  - *Kāma*
  - *Mokṣa*

**Unit II Structure of Society.** **Credit 1**

- Varṇa-System and Caste System-
  - Four-fold division of *Varṇa* System, (*Ṛgveda*, 10.90.12) (*Mahābhārata, Śāntiparva* 72.3.8)
  - Division of *Varṇa* according to *Guṇa* and *Karma* (*Bhagvadgīta*, 4.13, 18.41-44).
  - Assimilation of foreign tribes in Varṇa-System (*Mahābhārata, Śāntiparva*, 65.13-22)
- **Position of Women in the Society.**
  - Brief survey of position of women in different stages of Bharatiya Society;
  - Position of women in *Mahābhārata* (*Anuśāsanaparva* 46.5-11, *Sabhāparva*, 69.4-13)

- Praise of women in The *Bṛhatsaṁhitā* of Varāhamihira (*Strīprasaṁsā,* chapter-74.1-10)

**Unit III State and Kingship. Credit 1**

- Concept of Welfare State in *Arthaśāstra* of Kauṭilya (*Arthaśāstra*, 1.13: '*matsyanyāyābhibhutah*' to '*yo' asmāngopāyatīti*')
- Essential Qualities of King (*Arthaśāstra*,6.1.16-18: '*sampādayatyasampannaḥ*' to '*jayatyeva na hīyate*')
- Conduct of the state (Manusmṛti 7 Verses 1 to 15)

**Unit IV State and International Relations. Credit 1**

- 'Saptāṅga' Theory of State:
  - 1. Svāmi, 2. Amātya, 3. Janapada 4. Pura, 5. Kośa, 6. Daṇḍa and 7. Mitra (Arthaśāstra 6.1) (Mahābhārata, Śāntiparva 56.5**) (**Śukranīti, 1.61-62)
- 'Maṇḍala'Theory of Inter-State Relations:
  - 1. *Ari*, 2. *Mitra*, 3. *Ari-mitra*, 4. *Mitra-mitra*, 5. Ari-mitramitra.
- *Śāḍgunya'*Policy of War and Peace:
  - 1. *Sandhi*, 2. *Vigraha*, 3. *Yāna*, 4. *Āsana*, 5. *Saṁśraya* 6. *Dvaidhibhāva*.

**Essential/Recommended Readings/Texts:**


1. Shastri, H. P., (1952–1959). Mahābhārata (7 Vols). London : —.
2. Kangale, R. P. (Ed.), (1965). Arthaśāstra of Kautilya. Delhi : Motilal Banarasidas.
3. (1967). Yājñavalkyasmṛti with Mitākṣarā commentary. Varanasi : Chowkhamba Sanskrit Series Office.
4. Olivelle, P. (Ed. & Trans.), (2006). Manu's Code of Law (A Critical Edition and Translation of the Manava-Dharmaśāstra). New Delhi : OUP.
5. शास्त्री, उदयवीर, कौटिलीय अर्थशास्त्र, दिल्ली : मेहर चन्द लछमन दास।
6. वराहमिहिर, बृहत्संहिता, (हिन्दी अनुवाद, बलदेव प्रसाद मिश्र), मुंबई : खेमराज श्रीकृष्णदास प्रकाशन।
7. महाभारत, (भाग १–६), हिन्दी अनुवाद सहित, गोरखपुर : गीता प्रेस।
8. मनुस्मृति, दिल्ली : चौखंबा प्रकाशन।


**Additional Readings:**


1. Ghosal, U. N., (1959). A History of Bharatiya Political Ideas. Bombay.
2. Law, N. S., (1960). Aspect of Ancient Bharatiya Polity. Calcutta.
3. Saletore, B. A., (1963). Ancient Bharatiya Political Thought and Institutions. Bombay.
4. Altekar, A. S., (1965). The Position of Women in Hindu Civilization. Delhi.
5. Jayaswal, K. P., (1967). Hindu Polity. Bangalore.
6. Prasad, Beni, (1968). Theory of Government in Ancient India. Allahabad.
7. काणे, पी. वी., (1966–1973), धर्मशास्त्र का इतिहास (1–4 भाग), लखनऊ : उत्तर प्रदेश हिन्दी संस्थान।
8. विद्यालङ्कार, सत्यकेतु, (1968), प्राचीन भारतीय शासन व्यवस्था और राजशास्त्र, मैसूर : सरस्वती सदन।
9. Mehta, V. R., (1999). Foundations of Bharatiya Political Thought. Delhi : Manohar Publisher.
10. जायसवाल, सुवीरा, (2004), वर्ण तथा जाति व्यवस्था : उद्भव तथा विकास।
11. Altekar, A. S., (2001). State and Government in Ancient India. Delhi : Motilal Banarsidass.
12. Mathur, A. D., (2006). Medieval Hindu Law. New Delhi : Oxford University Press.

13. Bhandarkar, D. R., Some Aspects of Ancient Bharatiya Hindu Polity. Banaras : Banaras Hindu University.
14. Jha, M. N., Modern Bharatiya Political Thought. Meerut : Meenakshi Prakashan.
15. Lingat, Robert, Classical Hindu Law.
16. Pandey, G. C., Jaina Political Thought. Jaipur : Prakrit Bharti.
17. Prabhu, P. H., Hindu Social Organisation. Mumbai : Popular Prakashan.

**Difficulty Level 100-199**

**Credits – 4**
**Hours - 60**

## (Psychology Majors)
## Major 1.4: Understanding Psychology

**Course Objectives:**

1. To gain an understanding of the history and development of Psychology as a discipline.
2. To critically appraise the major western perspectives in psychology.
3. To understand the scope of Psychology and major constructs in it.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Understand what psychology is all about.
2. Have an idea about the scope and the field of psychology.
3. Develop familiarity with basic concepts related to some foundational themes of study in psychology.
4. Developing familiarity with individual level phenomenon such as intelligence, and personality.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.4 | Understanding Psychology | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction** **Credit 1**

- Nature of Psychology: Definition, Fields of psychology, Schools of modern psychology- Structuralism, Functionalism and Associationis
- Methods of psychology (with special emphasis. on Experimentation)
- Biological basis of human behaviour (with emphasis on brain)

**Unit II Learning, Memory and Perception** **Credit 1**

- Learning: Classical conditioning, instrumental learning, observational learning (socio-cognitive learning)
- Memory: Models of memory: Information processing model (Sensory register, STM, LTM and concept of working memory), Levels of processing, Parallel Distributed Processing model, Reconstructive nature of memory; Forgetting, Improving memory
- Perception: Top down and Bottom-Up processes, Size Constancy, Depth Perception

**Unit III Motivation and Emotion** **Credit 1**

- Approaches to understanding motivation and Types of Motives
- Elements of Emotions (components), Emotional Intelligence and Gender, Culture & emotions

**Unit IV Individual Differences: Personality and Intelligence** **Credit 1**

- Personality: Nature and Theories
- Intelligence: Nature and Theories

**Essential/Recommended Readings/Texts:**


1. Banyard, P., Davies, M. N. O., Norman, C., & Winder, B. (2010). Essential psychology. New Delhi: SAGE Publications.
2. Baron, R., & Misra, G. (2014). Psychology. New Delhi: Pearson.
3. Holt, N., Bremner, A., Sutherland, E., Vliek, M., Passer, M., & Smith, R. (2015). Psychology: The Science of Mind and Behaviour. London: Tata McGraw-Hill.
4. Morgan, C. T., King, R., Weisz, J., & Schopler, J. (2017). Introduction to Psychology (7th Ed). McGraw-Hill.
5. Ciccarelli, S. K., White, J. N., & Misra, G. (2018). Psychology. New Delhi: Pearson Education.

**Difficulty Level 100-199**

**Credits – 4**
**Hours - 60**

# Major 1.5: Approaches to Personality: Eastern and Western

**Course Objectives:**

1. To help students understand key components, contemporary theories, scope, history, and development of personality psychology.
2. To help students understand the self in the eastern as well as western context and personality development.
3. To critically analyse the theories of self and personality in an eastern and western context.
4. To help the students to understand different psychological assessments and tests of personality psychology.

**Learning Outcomes:**

After completing the course, the student will:

1. Comprehend the conceptualizations of personality in the Western as well as Eastern traditions.
2. Understand self and personality through Eastern perspectives such as Mimamsa, Vedanta, Samkhya, Yoga, Buddhist and Sufi traditions.
3. Understand how Indian culture, context, identity, environment influences personality and self.
4. To take different personality assessment tests and evaluations.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.5 | Approaches to Personality: Eastern and Western | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to personality.** **Credit 1**

- Concept and Definition of personality.
- Role of Factors in the Development of Personality (heredity and environment)
- Assessment of personality.

**Unit II Trait and Temperamental Theories.** **Credit 1**

- Gordon Allport's trait theory.
- Raymond Cattell's Factor analytic theory.
- Hans Eysenck's Biological trait theory.
- Costa Jr., and Mc Crae's Big Five factors of personality.

**Unit III Psychoanalytic and Humanistic Approaches.** **Credit 1**

- Psychoanalytic Approach.
- Classical psychoanalytical theory:
  - Structure of personality.
  - Dynamics of personality.
  - Development of personality.
  - Psychosexual development stages

- Humanistic Approaches:
  - Abraham Maslow
  - Carl Rogers
- Existential perspectives:
  - Rollo May
  - Victor Frankl.

**Unit IV Understanding Self through Eastern Perspectives. Credit 1**

- "Tri-guna" theory.
- Understanding self through Mimamsa, Vedanta, Samkhya and Yoga.
- Views by Sufi and Buddhist tradition.
- Sri Aurobindo's Integral Yoga.

**Essential/Recommended Readings/Texts:**


2. Paranjpe, A. C. (1984). Theoretical psychology: The meeting of east and west. New York: Plenum Press.
3. Kuppuswamy, B. (2001). Elements of ancient Indian psychology. New Delhi, India: Konark Publishers Pvt. Ltd.
4. Misra, G., & Mohanty, A. K. (Eds.) (2002). Perspectives on indigenous psychology. New Delhi, India: Concept Publishing Company.
5. Friedman, H. S., & Schustack, M. W. (2006). Personality: Classic theories and modern research. New Delhi, India: Pearson.
6. Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (Eds.) (2008). Handbook of Indian psychology. New Delhi, India: Foundation Books.
7. Carducci, B. J. (2009). The psychology of personality: Viewpoints, research & application. Hong Kong: Wiley-Blackwell.
8. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian edition. New Delhi, India: Pearson Education.
9. Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2011). Foundations of Indian psychology—Theories and concepts (Vol. 1). New Delhi, India: Pearson.
10. Feist, J., Feist, G. J., & Herman, T. A. R. W. (2018). Theories of Personality. Tata McGraw Hill.
11. Patnaik, D. (2015). My Gita. New Delhi: Rupa.

**Difficulty Level 100-199**

**Credits – 4**
**Hours - 60**

## Semester – 2
## (Sanskrit Majors)
## Major 1.6: Sanskrit Language and Grammar – Intermediate

**Course Objectives:**

1. Strengthen proficiency in halanta noun declensions across all seven vibhaktis for masculine, feminine, and neuter forms, including pronouns.
2. Master ātmanepada verbs in three kālas, along with additional moods (loṭ, vidhiliṅ) and usages (kartari, karme, bhāve) for varied sentence construction.
3. Apply key derivational suffixes (tavya, anīyar, śatr/śānac, ktvā, lyap) to expand vocabulary and express nuanced actions and states.
4. Develop command over special grammar elements like upapada vibhaktis, upasargas, qualifiers, number-gender distinctions, and avyayas for coherent discourse
5. Foster integrative skills through subhāṣitas, story discussions, letter-writing, and translation exercises linking grammar to cultural texts.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Decline halanta masculine, feminine, neuter nouns and pronouns accurately in all seven vibhaktis within simple sentences.
2. Conjugate and use ātmanepada dhātus in present/past/future tenses, loṭ/vidhiliṅ moods, and kartari/karman/bhāve constructions fluently.
3. Form words using suffixes like tavya (obligation), anīyar (process), śatr/śānac (agent), ktvā/lyap (adverbial) and deploy them in context-appropriate sentences.
4. Employ upapada vibhaktis, upasargas, adjectives, gender-number agreement, avyayas (ca, api, eva, iti, yadi, tarhi), and ciṉ-caṉ for compound sentences.
5. Analyze simple subhāṣitas (5 nos.), narrate/discuss short stories, compose basic letters, and perform bilingual translations demonstrating grammar integration.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.6 | Sanskrit Language and Grammar – Intermediate | 03 | 0 | 01 | 04 |

**Details of Course:**

**Unit I हलन्त-शब्दाभ्यासः।** **Credit 0.75**

- हलन्तपुल्लिङ्ग-शब्दाः – सप्तसु विभक्तिषु (उदा. मरुत्, आत्मन् इत्यादीनां रूपाणि, वाक्यरचना)
- हलन्त-स्त्रीलिङ्ग-शब्दाः – सप्तसु विभक्तिषु (उदा. दिक्, आपत्, सरित् इत्यादीनां प्रयोगः)
- नपुंसकलिङ्ग-शब्दाः – सप्तसु विभक्तिषु (उदा. मनस्, जगत्, नामन् इत्यादि)
- सर्वनाम-शब्दाः – इदं, एतद् इत्यादीनां विभक्ति-रूपाणि, संवाद-वाक्येषु अभ्यासः

**Unit II क्रियापद-प्रयोगाः।** **Credit 1**

- आत्मनेपदिनः धातवः – त्रिषु कालेषु (उदा. वन्द्, लभ् इत्यादीनां लट्/लङ्/लृट् रूपाणि)
- लोट्-लकारः, विधिलिङ्-लकारः – आज्ञा/विधि-वाक्यरचनाः।
- कर्तरि-कर्मणि-भावे प्रयोगाः (वर्तमाने काले) – पचति/पच्यते इत्यादयः अभ्यासाः।

**Unit III प्रत्ययान्त-प्रयोगाः।** **Credit 1**

- तव्यत् प्रत्यय-प्रयोगाः – पठितव्यं, कर्तव्यम् (कर्तव्यता-भावः)
- अनीयर् प्रत्यय-प्रयोगाः – पठनीयं, भोक्तव्यम्।
- शतृ-शानच्-प्रयोगाः – पठन्, वन्दमानः इत्यादीनि रूपाणि।
- क्त्वा-ल्यप्-प्रयोगाः – गत्वा, आगम्य इत्यादीनि रूपाणि।

**Unit IV विशिष्टाः व्याकरणांशाः।** **Credi 0.75**

- उपपद-विभक्तयः - कृष्णाय नमः इत्यादि।
- उपसर्गाः - प्र, परा इत्यादीनां परिचयः।
- विशेषण-विशेषाभ्यासः - उन्नतः बालः, शोभनं फलम् इत्यादि।
- सङ्ख्यासु लिङ्गभेदः – एकः हरिः, द्वे नद्यौ, त्रीणि जलानि।
- अव्ययानि – च, अपि, एव, इति, यदि, तर्हि, तः-पर्यन्तं (संयुक्त-वाक्येषु)
- चित्-चन्-प्रयोगः – कश्चित्/कश्चन, काचित् इत्यादि।

**Unit V संवहनात्मकाः अभ्यासाः।** **Credit 0.5**

- सरल-सुभाषितानि – ५ (उदा. विद्या ददाति विनयं इत्यादीनां पठन-अर्थबोध-अनुप्रयोगाः)
- कथा-पठनम्, चर्चा – लघु-कथाः (गतानुगतिको लोकः इत्यादि कथाः) सामूहिकी चर्चा, क्रम-वर्णनम्
- पत्रलेखनम् – मित्रं, पितरौ गुरुः इत्यादीन् सम्बोध्य -पत्रम् (५–१० वाक्यानि)
- अनुवादाभ्यासः – आङ्ग्लतः -संस्कृतम्/संस्कृतः -आङ्ग्लम् सरल-वाक्य/खण्डानुवादः।

**Essential/Recommended Readings/Texts:**

1. व्यवहारप्रदीपः, द्वितीयः भागः, (२०१९), नवदेहली : राष्ट्रियसंस्कृतसंस्थानम्।
2. भाषाप्रवेशः, द्वितीयः भागः, (2014), बेङ्गलूरु : संस्कृतभारती।

**Additional Readings:**

1. Deshpande, Madhav M., Samskrita Subodhini: A Sanskrit Primer, (2014), University of Michigan : Centre for South Asian Studies.
2. द्वितीया दीक्षा, परिशिष्टम्, (२००४), नवदेहली : राष्ट्रियसंस्कृतसंस्थानम्।
3. कौशलबोधिनी, (२०१६), बेङ्गलूरु : संस्कृतभारती, विश्वासः।

**Difficulty Level 100-199**

**Credits – 4**
**Hours - 60**

# Major 1.7: Fundamentals of Ayurveda

**Course Objectives:**

1. To explain key Ayurvedic concepts and their role in health and disease.
2. To describe daily/seasonal routines and dietary principles for prevention.
3. To integrate basic psychological constructs with Ayurvedic mind-body models.
4. To apply assessment ideas to simple case studies, with attention to ethical scope.
5. To discuss immunity and rejuvenation, behavior change and health-promotion strategies.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Understand core Ayurvedic terms; links to basic psychological ideas
2. Apply lifestyle and diet recommendations to simple stress/health scenarios
3. Analyze Triguṇa with temperament and identify Prajñāparādha as cognitive/behavioral errors.
4. Communicate case-based recommendations with ethical and cultural sensitivity.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.7 | Fundamentals of Ayurveda | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Āyurveda: Philosophy, Constitution & Physiology. Credit 1**

- Ayurvedic Philosophy & Texts: historical overview; fundamental principles: Pañcamahābhūta, Tridoṣa, Triguṇa, Pramāṇa.
- Constitution (Prakṛti): formation; Vāta, Pitta, Kapha characteristics; relevance to health and disease.
- Physiology: Śarīra Racanā/Kriyā; Dhātu, Mala, Agni, Srotas and Ojas.
- Psychology & Āyurveda: introduce temperament; basic stress model; link Triguṇa to cognitive tendencies.

**Unit II Lifestyle, Nutrition & Disease Prevention. Credit 1**

- Healthy routines: Svasthavṛtta – Dinacaryā, Rātricaryā, Ṛtucaryā, Sadvṛtta, Ācāra Rasāyana.
- Nutrition & Digestion: Agni, Ṣad Rasa, compatible/incompatible foods; Āhāra Vidhi.
- Prevention: Nidāna (causes), Ṣaṭkriyākāla, Nidāna Pañcaka; suppressible and non-suppressible urges.
- Psychology & Āyurveda: health habits, motivation, stress management, and basic behavior-change strategies (goal-setting; routines).

**Unit III Health Assessment – Mind, Body, and Constitution. Credit 1**

- Assessment: Prakṛti/Vikṛti methods and indicators.

- Diagnostic techniques: four, eight, ten-fold examinations; pulse (Nāḍī Parīkṣā) – conceptual overview (non-clinical).
- Mind & Mental Health: Manas, Triguṇa, Mānasika doṣa; Sattva Parīkṣā; 16 Mānasa Prakṛtis.
- Psychology & Āyurveda: Prajñāparādha as cognitive/behavioral error; Sattvāvajaya (Psychotherapy); links to emotion regulation, mindfulness, and supportive counseling; simple screening conversations for stress and well-being; ethical boundaries for non-clinicians.

**Unit V Applied Āyurveda – Immunity, Rejuvenation & Contemporary Practice.**

- Immunity & Vitality: Ojas, Vyādhikṣamatva, Bala; everyday practices that support vitality.
- Rejuvenation: introduction to Rasāyana (diet/lifestyle/herbal overview; non-prescriptive).
- Integrating in modern life: combining Ayurvedic principles with contemporary wellness and stress care; case simulations (assessment, recommendations, follow-up).
- Psychology & Āyurveda: habit formation, motivation and adherence, relapse planning for routines; reflective practice; communication skills; ethical scope and safety guidelines for public health contexts.

**Essential/Recommended Readings/Texts:**

1. Agniveśa. *Caraka Saṃhitā* (Revised by Caraka & Dṛḍhabala; Cakrapāṇidatta, Comm.; Y. T. Ācārya, Ed.). Chaukhambha Surbharati Prakashan. (Original work composed ca. 100–200 CE)
2. Suśruta. (n.d.). *Suśruta Saṃhitā* (Dalhaṇa, Comm.; Y. T. Ācārya, Ed.). Chaukhambha Surbharati Prakashan. (Original work composed ca. 600 BCE)
3. Vāgbhaṭa. *Aṣṭāṅga hṛdayam* (Aruṇadatta & Hemādri, Comms.; K. R. Srikantha Murthy, Trans.). Chaukhambha Krishnadas Academy. (Original work composed ca. 6th century CE)
4. Bhawuk, D. P. S. (2011). *Spirituality and Indian psychology: Lessons from the Bhagavad Gītā*. Springer.
5. Ray, P. R. (2014). *Caraka Saṃhitā: A scientific synopsis*. Indian National Science Academy.
6. Ray, P., Gupta, H. N., & Roy, M. (2015). *Suśruta Saṃhitā: A scientific synopsis*. Indian National Science Academy.

**Difficulty Level 100-199**

**Credits – 4**
**Hours - 60**

## Major 1.8: Introduction to Itihāsa Purāṇa Traditions

**Course Objectives:**

1. To enable students to know the origin and evolution of Itihāsa-purāṇa tradition.
2. To impart knowledge of texts and authors of Itihāsa-purāṇa
3. To prepare students to understand the role of Itihāsa-purāṇa in development of Indian narrative tradition.
4. To make students aware of religious, spiritual and cultural significance of Itihāsa-purāṇa tradition.

**Learning Outcomes:**

After the completion of the course, the students will:

1. The students will be familiar with the Itihāsa-purāṇa tradition.
2. The students will be able to appreciate the role of Itihāsa-purāṇa tradition as a foundation of Indian culture and civilization.
3. Students will be able to understand the impact of Itihāsa-purāṇa tradition on Indian literature.
4. They will get acquainted with salient feature of Indian Narrative Tradition as reflected in Rāmāyaṇa, Mahābhārata and Purāṇas.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.8 | Introduction to Itihāsa & Purāṇa Traditions | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Meaning and Significance of Itihāsa-Purāṇa.** **Credit 1**

- Meaning of Itihāsa and Purāṇa.
- Mentions of Itihāsa and Purāṇa in Atharvaveda (15-6-8,11), Chāndogya Upaniṣad (7.4) and Arthaśāstra (1.5)
- Exposition of: "इतिहासपुराणाभ्यां वेदं समुपबृहंयेत्।"
- Panca Lakṣaṇa (Five Characteristics) of Purāṇa.
- The place of Itihāsa-Purāṇa in the Indian narrative tradition.

**Unit II Rāmāyaṇa.** **Credit 1**

- The text and author of Rāmāyaṇa.
- Various versions and critical editions of Rāmāyaṇa.
- Ethos and culture depicted in Rāmāyaṇa.
- Rāmāyaṇa as a source-book (Upajīvya) for later literary production.

**Unit III Mahābhārata.** **Credit 1**

- The text and author of Mahābhārata.
- Evolution of the text:
    - Jaya.

- Bhārata.
- Mahābhārata.

- Brief description of 18 chapters of Mahābhārata.
- Mahābhārata as an encyclopaedic text.
- Mahābhārata as a source-book (Upajīvya) for later literary production.

**Unit IV Purāṇa.** **Credit 1**

- Brief introduction to 18 Purāṇas.
- Purāṇa as a source-book for:
  - History.
  - Religion.
  - Culture.
  - Geography.
  - Art and craft.

**Essential/Recommended readings/Texts:**


1. Chaturvedi, Badarinath, (2006), Mahabharata: An Inquiry in the Human Condition, Delhi : Orient Longman.
2. बांडिवदेकर, चन्द्रकांत, (2009), भारतीय साहित्य पर महाभारत का प्रभाव, आर्य प्रकाशन मंडल।
3. स्वामी सत्यरुपानंद, (2018), महाभारत-मुक्ता, नागपुर : रामकृष्ण मठ।
4. जोशी, दिनकर, (2020), महाभारत एक दर्शन, प्रभात प्रकाशन।
5. (2021), श्रीमद्वाल्मीकीय रामायण, गोरखपुर : गीताप्रेस।
6. Rajagopalachari, C., (2013), Ramayana, Mumbai : Bharatiya Vidya Bhavan.
7. शर्मा, उमाशंकर ऋष, संस्कृत साहित्य का इतिहास, दिल्ली : ऋषि प्रकाशन।
8. द्विवेदी, कपिलदेव, संस्कृत साहित्य का समीक्षात्मक इतिहास।
9. उपाध्याय, बलदेव, पुराण-विमर्श।
10. व्यास, नानूराम, रामायणकालीन संस्कृति, सस्ता साहित्य मंडल।
11. Keith, A. B., History of Classical Sanskrit Literature, Delhi : MLBD.

**Difficulty Level 100-199**

**Credits – 4**
**Hours - 60**

# Major 1.9: Environmental Awareness in Sanskrit Literature

**Course Objectives:**

1. Introduce students to key concepts of Indian Environmental Science.
2. Explore environmental awareness and nature-friendly ideas in Sanskrit literature.
3. Examine human behavior, cultural practices, and sustainable traditions related to nature.

**Learning Outcomes:**

After the completion of the course the students will:

1. Understand the connection between humans and nature.
2. Analyze ecological wisdom and sustainable practices in Sanskrit texts.
3. Apply Indian environmental ideas to address present-day ecological challenges.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.9 | Environmental Awareness in Sanskrit Literature | 04 | 0 | 0 | 04 |

**Details of the Course**

**Unit I Science of Environment.** **Credit 1**

- Modern Challenges and Crises of Environment.
  - Global warming.
  - Climate change.
  - Ozone layer depletion.
  - Explosive increase in pollution.
  - Decrease in underground water level.
  - River pollution.
  - Large-scale deforestation.
  - Natural calamities - floods, droughts, earthquakes.
- Environmental Consciousness in Sanskrit Literature.
  - Concept of 'Mother Earth' and worship of rivers in Vedic literature.
  - Protection and preservation of nature in Sanskrit texts.
  - Ancient practices of planting trees and water preservation techniques.
- Buddhist and Jain ecological concepts:
  - Protection of trees.
  - Love for animals and birds.

**Unit II Environmental Awareness in Vedic Literature.** **Credit 1**

- Environmental Issues and Ecosystem in Vedic Literature.
  - Divinity of Nature and coordination among natural forces.
  - Equivalent Sanskrit terms for environment in Atharvaveda:
    - Vṛtavṛta (12.1.52)

    - Abhivarah (1.32.4)
    - Avṛtaḥ (10.1.30)
    - Parivṛta (10.8.31)
- Five basic elements (Aitareya Upaniṣad 3.3):
    - Earth
    - Water
    - Light
    - Air
    - Ether
- Three key constituents of environment (Atharvaveda 18.1.17):
    - Jala (Water)
    - Vāyu (Air)
    - Oṣadhi (Plants)
- Natural sources of water (Ṛgveda 7.49.2):
    - Divyah (Rain water)
    - Sravanti (Natural Spring)
    - Khanitrimah (Wells & canals)
    - Svayamjah (Lakes)
    - Samudrārthah (Rivers)
- Environment Preservation in Vedic Literature.
    - Five elementary sources (Atharvaveda 3.21.10):
    - Parvat (Mountain)
    - Soma (Water)
    - Vāyu (Air)
    - Parjanya (Rain)
    - Agni (Fire)
- Environment protection from Sun:
    - Ṛgveda (1.191.1-16)
    - Atharvaveda (2.32.1-6)
    - Yajurveda (4.4, 10.6)
- Congenial atmosphere via union of herbs & sun rays (Atharvaveda 5.28.5)
- Vedic concept of Ozone-layer "Mahat ulba" (Ṛgveda 10.51.1) (Atharvaveda 4.2.8)
- Importance of plants & animals in ecosystem preservation (Yajurveda 13.37)
- Eco-friendly concepts in Upaniṣads:
    - Bṛhadāraṇyaka Upaniṣad (3.9.28)
    - Taittirīya Upaniṣad (5.101)

**Unit III Environmental Awareness in Purāṇas & Classical Sanskrit Literature. Credit 1**

- Environmental Awareness & Tree Plantation.
- Planting trees as pious activity:
    - Matsya Purāṇa (59.159; 153.512)
    - Varāha Purāṇa (172.39)
- Trees to be planted by king (Śukranīti 4.58-62)
- Plantation & preservation as king’s duty (Arthaśāstra 2.1.20)
- Punishments for destroying plants (Arthaśāstra 3.19)
- Tree plantation for groundwater recharge (Bṛhatsaṁhitā 54.119)

- Environmental Awareness & Water Management.
- Types of water canals (Kulyā):
    - Nādimātṛ mukha kulyā (from river)
    - Parvataparsva vartini kulyā (from mountain)
    - Hṛdasṛta kulyā (from pond)
- Preservation of water resources - Vāpi, Kūpa and Taḍāga:
    - Agnipurāṇa (209-2)
    - Vālmīki Rāmāyaṇa (2.80.10-11)
- Water harvesting system (Arthaśāstra 2.1.20-21)
- Underground water hydrology (Bṛhatsaṁhitā, Dakāgalādhyāya ch.54)

**Unit IV Universal Environmental Issues in Kālidāsa's Literature Credit 1**

- Eight elements of environment & Aṣṭamūrti Śiva (Abhijñānaśākuntalam)
- Preservation themes in Kālidāsa's works:
    - Forest, water resources, natural resources.
    - Protection of animals, birds, plants.
- Environmental awareness in Abhijñānaśākuntalam (Drama)
- Ecosystem of Indian monsoon in Meghadūta.
- Seasonal weather conditions of Indian subcontinent in Ṛtusaṁhāra.
- Himalayan ecology in Kumārasaṁbhava.
- Oceanography in Raghuvaṁśa (Canto 13)

**Essential/Recommended readings/Texts:**


1. ठाकुर, आद्यादत्त, (1967), वेदों में भारतीय संस्कृति, लखनऊ: हिन्दी समिति।
2. शास्त्री, उदयवीर, (1968), कौटिलीय अर्थशास्त्र - हिन्दी अनुवाद, दिल्ली: मेहरचन्द लछमनदास।
3. मिश्र, ब्रह्मशंकर, (1968), शुक्रनीति - हिन्दी अनुवाद, वाराणसी: चौखम्बा संस्कृत सीरीज।
4. सत्यकेतु विद्यालंकार, (1968), प्राचीन भारतीय शासनव्यवस्था और राजशास्त्र, मसूरी: सरस्वती सदन।
5. मिश्र, बलदेव प्रसाद, (अवकाश), बृहत्संहिता - वराहमिहिर विरचित, मुम्बई: खेमराज श्रीकृष्णदास प्रकाशन।
6. सातवलेकर, श्रीपाद दामोदर, (अवकाश), यजुर्वेद - हिन्दी अनुवाद सहित, पारडी।
7. शर्मा, जानकी नाथ (सम्पा०), (अवकाश), श्रीमद्वाल्मीकिरामायण - हिन्दी अनुवाद सहित, गोरखपुर: गीताप्रेस।
8. झा, तारिणीश एवं त्रिपाठी, घनश्याम, (1998), अग्निपुराण - हिन्दी अनुवाद, इलाहाबाद: हिंदी साहित्य सम्मेलन।
9. द्विवेदी, कपिल देव, (2004), वेदों में विज्ञान, यदोई: विख्याति अनुसंधान परिषद्।
10. ओझा, डी.डी., (2005), विज्ञान और वेद, जोधपुर: साइंटिफिक पब्लिशर्स।


**Additional Readings:**


1. Dwivedi, O. P., & Tiwari, B. H. (1987). *Environmental Crisis and Hindu Religion*. New Delhi: Gitanjali Publishing House.
2. Dwivedi, O. P. (1990). *The Essence of the Vedas*. Gyanpur, Varanasi: Visva Bharati Research Institute.
3. Kiostermair, Klaus. (1993). *Ecology and Religion: Christian and Hindu Paradigms*. *Journal of Hindu-Christian Studies*, Butler University Libraries, Vol. 6.
4. Das Gupta, S. P. (2003). *Environmental Issues for the 21st Century*. New Delhi: Amittal

Publications.

5. Pandya, Smta P. *Ecological Renditions in the Scriptures of Hinduism – I. Bulletin of the Ramakrishna Mission Institute of Culture*.

**Difficulty Level 100-199**

**Credits – 4**
**Hours - 60**

## (Psychology Majors)
## Major 1.10: Bio Psychology

**Course Objectives:**

1. Understand the basics of biopsychology, reductionism, and ethical concerns.
2. Explain reductionism and its role in neuroscience and identify ethical issues in biopsychological research.
3. Understand the causes and symptoms of Korsakoff's psychosis and explore the biochemical processes involved in learning and memory
4. Understand the functions of the role of the reticular formation in central arousal and the importance of sleep.
5. Analyze the biopsychological factors contributing to obesity and anorexia.

**Learning Outcomes:**

After the completion of the course the students will:

1. Appreciating the biological bases of human behaviour including neural, biochemical, evolutionary, and genetic mechanisms.
2. Developing critical thinking to use scientific techniques for biological psychology and developing an awareness of ethical issues accompanying them.
3. Having basic knowledge about the structures of human brain, their functions and impact on human behaviour.
4. Understanding biological mechanisms involved in psychological processes such as learning, memory, emotion, motivation, sleep and arousal.
5. Inculcating an applied perspective on psychopathology including disorders such as Amnesias, Korsakoff's Psychosis, Alzheimer disease, and Anorexia.
6. Realizing the complex interplay of biological factors with psychological, social and cultural in shaping human behaviour.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.10 | Biopsychology | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Concepts in Biopsychology.** **Credit 1**

- Concepts in biopsychology.
- Reductionism.
- Ethical issues.
- Neurons, Synapses, Neurotransmitters.
- The nervous system: Basic subdivisions- Peripheral and Central, Hemisphere function: Sperry and the split –brain;
- Left handedness.
- Emotion and the right hemispheres.

**Unit II Learning and Memory.** **Credit 1**

- Learning and Memory: Anterograde and retrograde Amnesia.
- Korsakoff's Psychosis, Alzheimer disease, Biochemistry of memory.

**Unit III Sleep and Biological Rhythms.**

- Sleep, Arousal and Biological Rhythms: Concept of arousal.
- Physiological measures of arousal, Reticular Formation and Central arousal.
- Biological rhythms.
- Functions of sleep

**Unit IV Emotions and Motivation** **Credit 1**

- Emotion and Motivation: Anxiety
- Stress and arousal
- Emotion – Central and Peripheral mechanisms
- Physiology of Hunger and Thirst
- Homeostasis; Obesity and Anorexia

**Essential/Recommended Readings/Texts:**

1. Green, S. (1995). *Principles of biopsychology.* UK: Lawrence Erlbaum Associates Ltd.
2. Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) *Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience*, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.
3. Pinel, J. P. J. (2011). *Biopsychology*, 8th Edition. Pearson Education, New Delhi.
4. Carlson, N. R. (2012). *Foundations of physiological psychology.* (Sixth Edition). Delhi: Pearson Education.

**Suggested Practical Work (Illustrations only)**

1. Use of bio-feedback to understand brainwaves and other physiological functioning.
2. To demonstrate the assessment, scoring and assessment of some neuro-cognitive batteries
3. Visit to brain research centres for familiarity with techniques of brain mapping
4. Developing intervention techniques for behaviors such as eating and sleeping based on knowledge of the underlying social and biological mechanisms.

**Difficulty Level 100-199**

**Credits – 4**
**Hours - 60**

# Major 1.11: Cognitive Psychology

**Course Objectives:**

1. To help the students to understand the basic concepts, scope, nature, history, key theories of cognitive psychology.
2. To help the students to understand how human mind attends, sense, and perceive information.
3. To developing critical awareness about the classic and current experimental research relating to various cognitive processes.
4. To analyse the role of individual differences, and sociocultural factors in cognitive functioning.

**Learning Outcomes:**

After completing this course, the students will be able to -

1. Acquire basic knowledge of core concepts in human cognition (e.g. attention, memory, reasoning and decision making).
2. Understand the ways in which humans engage in information processing and developing knowledge of the key assumptions as well as distinguishing features of cognitive psychology.
3. Learn the different methods ranging from carefully controlled experimental conditions of the lab to the more subjective method of introspection, to understand human mental processes.
4. Applying the knowledge of cognitive processes to one's own personal life and to real life issues. (e.g. improving memory, and multitasking).

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.11 | Cognitive Psychology | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Cognitive Psychology.** **Credit 1**

- Nature, History, and Methods in Cognitive Psychology.
- Approaches-Experimental Cognitive Psychology.
- Cognitive Neuroscience and Cognitive neuropsychology.
- Paradigms of Cognitive Psychology: Information-Processing Approach.
- Connectionist Approach.
- Evolutionary Approach.
- Ecological Approach.

**Unit II Attention and Consciousness.** **Credit 1**

- Types: Selective Attention.
- Divided Attention and Sustained Attention.

- Theories: Early and Late Selection.
- Capacity and Mental Effort Models.
- Consciousness: Nature, Types and Functions.

**Unit III Memory Processes** **Credit 1**

- Encoding, Storage and retrieval
- Metaphors of Memory: Sensory, Short-term and Long-term.
- Working Memory, and Mnemonics Everyday Memory: Autobiographical Memory, Eyewitness
- Memory and Prospective Memory

**Unit IV Reasoning and Decision Making** **Credit 1**

- Types of Reasoning: Inductive and Deductive.
- Approaches to Reasoning: Componential, Rules/Heuristics and Mental Models.
- Heuristics and Biases in Decision Making
- 'Cognitive Illusions': Availability, Representativeness, Framing Effect and Hindsight Bias.

**Essential/Recommended Readings/Texts:**

1. Hunt, R. R., & Ellis, H. C. (2004). *Fundamentals of cognitive psychology* (7th Ed.). New Delhi: Tata McGraw-Hill.
2. Galotti, K. M. (2008). *Cognitive psychology: In and out of the laboratory* (2nd Ed.). Bangalore: Wadsworth, Cengage Learning.
3. Riegler, B. R., & Riegler, G. R. (2008). *Cognitive psychology: Applying the science of the mind* (2nd Ed.). New Delhi: Dorling Kindersley.
4. Goldstein, E.B. (2011/2014). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience*. Belmont, CA: Wadsworth Cengage.

**Difficulty Level 100-199**

**Credits – 4**
**Hours - 60**

# Major 1.12: Paradigms of Psychology and Schools of Thought

**Course Objectives:**

1. To introduce students to major paradigms and schools of thought in psychology and their philosophical foundations.
2. To examine how different psychological paradigms conceptualize mind (manas), cognition (citta), behavior, and selfhood.
3. To develop critical understanding of the assumptions, methods, and limits of each school of psychology.
4. To encourage dialogue between Western psychological paradigms and Indian psychological traditions.

**Learning Outcomes:**

After completing this course, the students will be able to -

1. Describe the core assumptions and concepts of major psychological paradigms.
2. Compare different schools of psychology in terms of their views of mind, behavior, and knowledge.
3. Critically evaluate the strengths and limitations of various psychological approaches.
4. Relate selected Western paradigms to Indian psychological concepts such as manas, citta, ahaṃkāra, and ātman.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.12 | Paradigms of Psychology and Schools of Thought | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations and Paradigms in Psychology.** **Credit 1**

- Concept of paradigm;
  Aaspects of paradigm:
  - ontology
  - epistemology
  - methodology
  - axiology
- Paradigm and development of science
- Kuhn's analysis:
  - pre paradigm
  - paradigm and revolution
- Positivism, Logical positivism, Post positivism.
- Social-constructionism.
- Post-modernism.
- Bhāratīya dṛṣṭi.

**Unit II Development of Psychology.** **Credit 1**

- Psychology in the Western thought: Pre scientific Era.
- Emergence of psychology as a modern discipline: Major Milestones.
- European beginnings.
- Psychology in the US.
- Psychology in India.

**Unit III Cognitive, Humanistic, and Existential Paradigms.** **Credit 1**

- Major Schools of Psychology:
  - Structuralism
  - Functionalism
  - Behaviorism
  - Gestalt
  - Field Psychology
  - Psychoanalysis
  - Humanistic Psychology
- Cognitive Revolution.
- Culture and Psychology.
- Cross-cultural and Indigenous Psychology.

**Unit IV Indian Psychology and Integrative Approaches** **Credit 1**

- Psychology in Indian thought:
  - Survey of Vedic literature
  - Selections from Nasadiya Sukta, Vak Sukta, Prithvi Sukta
  - Select Upanisads: Isha Upanishad; Katha Upanishad; Mandukya Upanishad, Taittiriya Upanishad
  - Shiva Sankalp Sutra
  - Dharma Shastra and Smriti literature
  - Mahabharata and Ramayana;
  - Human nature in Niti shastra and Artha Shastra

**Essential/Recommended Readings/Texts::**

1. Hall, C. S., Lindzey, G., & Campbell, J. B. (1998). *Theories of personality* (4th ed.). John Wiley & Sons.
2. Dalal, A. K., & Misra, G. (2010). The core and context of Indian psychology. *Psychology & Developing Societies, 22*(1), 1–21.
3. Misra, G. (Ed.). (2011). *Handbook of psychology in India*. Oxford University Press.
4. Hergenhahn, B. R., & Henley, T. (2014). *An introduction to the history of psychology* (7th ed.). Cengage Learning.
5. Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (2008). *Handbook of Indian psychology*. Cambridge University Press.
6. Schultz, D. P., & Schultz, S. E. (2015). *A history of modern psychology* (10th ed.). Cengage Learning.

**Additional Readings:**

1. Maslow, A. H. (1970). *Motivation and personality* (2nd ed.). Harper & Row.

2. Kakar, S. (1981). *The inner world: A psychoanalytic study of childhood and society in India*. Oxford University Press.
3. Capra, F. (1982). *The turning point*. Simon & Schuster.
4. Feuerstein, G. (2003). *The deeper dimension of yoga*. Shambhala.
5. Sharma, A. (2007). *Classical Hindu thought*. Oxford University Press.

# SECOND YEAR: MAJOR PAPERS

**Difficulty Level 200-299**

**Credits – 4**
**Hours - 60**

## Semester – 3
## (Sanskrit Majors)
## Major 2.1: Sanskrit Language - Advanced

**Course Objectives:**

1. To master comprehensive sandhi rules (vowel, consonant, visarga) for fluid reading and composition of connected Sanskrit prose and verse.
2. To apply advanced morphological features like ṇatva, retroflexion, kta-pratyaya, sāṁpradānika-saptamī and tarap/tamap for precise verbal derivations and comparatives.
3. To construct and analyze major samāsa types (tatpuruṣa, bahuvrīhi, avyayībhāva, dvandva) in order to unpack compound-heavy classical texts.
4. To understand and deploy kārakas, sannantāḥ and taddhita-pratyayas for expressing relational nuances in complex sentences.
5. To perform anvaya-racana from Kālidāsa's *Raghuvamśa* (First Sarga) to demonstrate integrated grammatical application in literary interpretation.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Resolve all varieties of sware-sandhi, vyañjana-sandhi and visarga-sandhi in prose passages and verses accurately.
2. Form and use ṇatva/ṇijanta, kta-pratyaya, saptamī with sati, tarap/tamap suffixes in varied grammatical contexts.
3. Identify, form and resolve tatpuruṣa, bahuvrīhi, avyayībhāva and dvandva samāsas in sentences and texts.
4. Analyze kārakas (especially apādāna, sampradāna), sannantāḥ participles and taddhita derivations for semantic precision.
5. Compose anvaya from Raghuvamśa Prathamah Sarga verses, linking grammar to poetic meaning and structure.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.1 | Sanskrit Language - Advanced | 04 | 0 | 0 | 04 |

**Details of Course:**

**अन्विति: १. सन्धिः।** **श्रेयोऽङ्कः १**

- स्वरसन्धिः –
  - यण्सन्धिः, यान्तवान्तादेशसन्धिः, गुणसन्धिः, वृद्धिसन्धिः, सवर्णदीर्घसन्धिः, पूर्वरूप-पररूपसन्धिः, प्रकृतिभावसन्धिः।
- व्यञ्जनसन्धिः –
  - श्चुत्व-ष्टुत्व-जश्त्व-चर्त्व-सन्धयः, अनुनासिकानुस्वारपरसवर्णसन्धयः, ङमुडागम-पूर्वसवर्ण-छत्वसन्धयः।
- विसर्गसन्धिः - सकारः, जिह्वामूलीय-उपध्मानीयौ, रेफ-लोपौ, उकारः।

**अन्विति: २. विशेष-रूपाणि।** **श्रेयोऽङ्क: १**

- णत्वम् , णिजन्तम्।
- क्तप्रत्ययः – भूतकाल-सिद्धि (उदा. कृतं, गतः)
- सति सप्तमी - उदा रामे आगतवति सति।
- तरप्-तमप् –पद-निर्माणम् (उदा. गुरुतरः, गुरुतमः)

**अन्विति: ३. समासः।** **श्रेयोऽङ्क: १**

- तत्पुरुषः – कर्मधारय, द्विगु-इत्यादयः उदा - कृष्णमेघः, सप्तर्षयः।
- बहुव्रीहिः – उदा - पीताम्बरः, बहुफलः।
- अव्ययीभावः – अव्यय-प्रधानः (उदा. यथा-श्रुतम्)
- द्वन्द्वसमासः – समानाधिकरण (उदा. राम-लक्ष्मणौ)

**अन्विति: ४. कारकम् तद्धितप्रत्ययाः।** **श्रेयोऽङ्क: 0.5**

- कारकम् – कर्तृ-कर्म-करण-सम्प्रदान-अपादन-अधिकरणादीनि कारकाणि।
- सन्नन्ताः - उदा - पिपठिषति पिपठिषुः, पिपठिषा इत्यादि।
- तद्धितप्रत्ययाः – मतुप्, ठक्, ल्युट् इत्यादयः (उदा. दशरथस्य अपत्यं पुमान् दाशरथिः इत्यादि।

**अन्विति: ५. रघुवंशकाव्यस्य प्रथमसर्गाधारेण अन्वयरचाभ्यासः।** **श्रेयोऽङ्क: 0.5**

- प्रथमसर्गस्य श्लोकानां (१–२०) पदच्छेदः, सन्धि-विग्रहः, समास-विच्छेदः।
- अन्वय-रचना – शब्द-क्रमेण अन्वयः, अर्थ-प्रकाशः, लघु-टीका-रूपेण विवरणम्।
- व्याकरण-सङ्गमः – कारक-प्रत्यय-समासानां काव्य-प्रयोग-विश्लेषणम्, स्वयं-रचनाभ्यासः।

**Essential/Recommended readings/Texts:**


1. Kāle, M. R. (2005). *The Raghuvaṁśa of Kālidāsa with the commentary Sañjīvinī of Mallinātha*. Motilal Banarsidass.
2. महाबलेश्वरभट्टः, जि. (2008), *सन्धिः*, बेङ्गलूरु : संस्कृतभारती।
3. संस्कृतभारती, (2008), *गीताप्रवेशः : प्रथमः भागः*, बेङ्गलूरु : संस्कृतभारती।
4. महाबलेश्वरभट्टः, जि. (2009), *समासः*, बेङ्गलूरु : संस्कृतभारती।


**Additional Readings:**


1. Deshpande, M. M. (2014). *Samskrita Subodhini: A Sanskrit primer*. Centre for South Asian Studies, University of Michigan.
2. व्याम-लिङ्ग्विस्टिक् लाब्स्, (2025), *संस्कृतव्याकरण-प्रदीपिका: भागः*–१, बेङ्गलूरु : व्याम-लिङ्ग्विस्टिक् लाब्स्।

**Difficulty Level 200-299**

**Credits – 4**
**Hours - 60**

# Major 2.2: Indian Philosophy: Overview

**Course objectives:**

1. To understand core concepts by familiarizing students with the foundational ideas of Indian philosophy, including Ātman, Brahman, Karma, Mokṣa and Dharma.
2. To explore major schools by introducing students to key systems of Indian philosophy such as Vedānta, Nyāya and Sāṁkhya.
3. To analyze the influence of Buddhism and Jainism in order to understand how these philosophical traditions have contributed to Indian thought.
4. To examine modern Indian philosophers by exploring the contributions of thinkers such as Vivekananda, Aurobindo and Gandhi.
5. To apply philosophical ideas to contemporary issues by encouraging students to think critically and relate classical concepts to modern-day challenges.

**Learning outcomes:**

After the completion of the course, the students will:

1. Understand Indian Philosophy: Grasp essential concepts such as Atman, Brahman, Karma, Moksha and Dharma and their role in shaping Indian thought.
2. Explore Major Schools: Gain an understanding of Vedanta, Nyaya and Sankhya schools, focusing on their key teachings and contributions.
3. Analyze Buddhist and Jain Philosophy: Appreciate the philosophical contributions of
4. Buddhism and Jainism and their impact on the broader Indian philosophical landscape.
5. Examine Modern Indian Philosophy: Explore the ideas of modern philosophers and assess their relevance to contemporary issues in society.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.2 | Indian Philosophy: Overview | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Indian Philosophy.** **Credit- 1**

- Overview of Indian philosophy and its key concepts: Atman, Brahman, Karma, Moksha, Dharma.
- Vedic foundations and the evolution of philosophical thought in ancient India.

**Unit II Major Schools of Indian Philosophy.** **Credit- 1**

- Vedanta:
  - Advaita, Vishishtadvaita, Dvaita and their approaches to the nature of reality and the self.
- Nyaya:
  - Logic and epistemology; concepts of valid perception, inference and testimony.
- Sankhya:
  - Understanding the duality of Purusha (consciousness) and Prakriti (matter).

**Unit III Buddhism and Jainism. Credit 1**

- Buddhism: The Four Noble Truths, the Eightfold Path and the concept of Anatman (no-self).
- Jainism: Key principles like Ahimsa (non-violence), Anekantavada (non-absolutism) and the path to liberation.

**Unit IV Modern Indian Philosophy. Credit 1**

- Contributions of Swami Vivekananda, Sri Aurobindo and Mahatma Gandhi to Indian and global philosophical thought.
- Contemporary relevance and the global impact of their philosophical ideas.

**Essential/Recommended Readings/Texts:**

1. Dasgupta, S. N. (1922). *A history of Indian philosophy* (Vol. 1). Cambridge University Press.
2. Zimmer, H. (1951). *Philosophies of India* (J. Campbell, Ed.). Princeton University Press.
3. Radhakrishnan, S. (1951). *Vedānta: A philosophy of liberation*. George Allen & Unwin.
4. Aurobindo, S. (1972). *The ideal of human unity*. Sri Aurobindo Ashram.
5. Buddha. (2005). *The Dhammapada* (selected chapters) (E. Easwaran, Trans.). Nilgiri Press.

**Difficulty Level 200-299**

**Credits – 4**
**Hours - 60**

# Major 2.3: Sanskrit Writing Skills

**Course objectives:**

1. To build foundational skills in Sanskrit grammar, syntax and script.
2. To develop proficiency in written expression through essays, letters and narratives.
3. To introduce creative writing in classical poetic forms (śloka) and prose.
4. To enhance the ability to translate, edit and refine Sanskrit texts for clarity and style.

**Learning outcomes:**

After the completion of the course, the students will:

1. Write grammatically correct and stylistically appropriate Sanskrit texts.
2. Compose structured essays, letters, narratives and descriptive prose.
3. Create original Sanskrit poetry and literary compositions with aesthetic sensitivity.
4. Translate between Sanskrit and English and perform editorial revisions of Sanskrit writing.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.3 | Sanskrit Writing Skills | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Sanskrit Writing.** **Credit 1**

- Basic grammar and syntax for writing purposes.
- Overview of the Sanskrit script: rules of writing and pronunciation.
- Punctuation, sentence construction and usage norms.
- Common writing mistakes and how to avoid them.

**Unit II Composition Technique.** **Credit 1**

- Practice in essay writing: Descriptive and analytical topics.
- Personal and formal letter writing in Sanskrit.
- Narrative writing: Fables, historical accounts and daily events.
- Structuring paragraphs and transitions between ideas.

**Unit III Literary Forms and Poetry.** **Credit 1**

- Fundamentals of poetic meters (chandas) and rules of śloka composition.
- Writing ślokas based on traditional themes: nature, ethics, devotion.
- Prose writing: Descriptive, reflective and philosophical prose.
- Role of Rasa, Alankara and literary aesthetics in composition.

**Unit IV Advanced Writing and Translation.** **Credit 1**

- Translation exercises: Sanskrit to English and English to Sanskrit.
- Writing summaries, paraphrases and abstracts in Sanskrit.
- Editing and stylistic refinement: Clarity, coherence and correctness.
- Peer-review and collaborative writing exercises.

**Essential/Recommended Readings/Texts:**

1. Whitney, W. D. (1889). *Sanskrit grammar*. Harvard University Press.
2. Rhys Davids, T. W. (1899). *The Sanskrit language*. Kegan Paul, Trench, Trübner & Co.
3. Kāle, M. R. (1923). *Sanskrit composition*. Motilal Banarsidass.
4. Kane, P. V. (1947). *The art of Sanskrit writing*. Bhandarkar Oriental Research Institute.

**Difficulty Level 200-299**

**Credits – 4**
**Hours - 60**

## (Psychology Majors)
## Major 2.4: Social Psychology and Cultural Processes

**Course objectives:**

1. To help students understand the fundamentals of applied social psychology and how theory and research can be applied to real-world social challenges.
2. To provide students with the skills to examine the underlying causes of societal issues and recognize the role of social psychologists in designing effective interventions.
3. To enhance students' understanding of social complexities, enabling them to analyse real-life scenarios and develop critical thinking skills for addressing social problems.
4. To provide students with a comprehensive understanding of social influence processes and social affect processes

**Learning outcomes:**

After the completion of the course, the students will:

1. Exhibit a thorough understanding of social psychology principles, theories and research methods and effectively apply them to analyse and resolve real-world social challenges.
2. Develop skills pertaining to mapping of social reality and understanding how people evaluate social situations.
3. Enhance advanced critical thinking skills by analysing real-world social situations, allowing students to identify, evaluate and propose evidence-based solutions to social issues.
4. Develop a deep understanding of the applications of psychology to social issues like gender, aging, environment, health, intergroup conflicts, etc.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.4 | Social Psychology and Cultural Processes | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction.** **Credit- 1**

- Definition and nature of social psychology, brief history of social Psychology
- Methods of social psychology: Quantitative and qualitative methods,
- Applications of social psychology: Environment, intergroup conflicts, health and gender issues, influence of social media

**Unit II Social cognition and attitude.** **Credit- 1**

- Social cognition and information processing: Schemas, stereotypes and cognitive strategies
- Perceiving self and others: Self-concept and self-esteem, impression formation,
- Impression Management
- Attitudes: Nature and measurement, attitude change, Attribution: nature and applications

**Unit III Affective processes in social context.** **Credit 1**

- Social effects - concepts of guilt, shame, envy, gratitude, forgiveness and compassion.
- Pro-social behavior.
- Aggression and social violence.

- Interpersonal attraction.

**Unit IV Group Processes and Collective behavior. Credit 1**

- Group: Nature and group formation.
- Group and performance: Social facilitation, social loafing and social conformity.
- Leadership: Qualities of leaders, types of leadership: Democratic, autocratic, laissez-faire and nurturant task leader.
- Collective Behavior: Crowd.

**Essential/Recommended Readings/Texts:**

1. Hogg, M. A., & Vaughan, G. M. (2005). *Social psychology*. Pearson Prentice Hall.
2. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social psychology* (12th ed.). Pearson.
3. Myers, D. G. (2008). *Social psychology*. Tata McGraw-Hill.
4. Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). *Social psychology* (12th ed.). Pearson.
5. Husain, A. (2012). *Social psychology*. Pearson.

**Difficulty Level 200-299**

**Credits – 4**
**Hours - 60**

# Major 2.5: Foundations of Industrial and Organizational (IO) Psychology

**Course objectives:**

1. To help students understand the basic concepts, scope, key theories, fundamental principles and major areas of industrial and organizational psychology
2. To develop a deeper understanding of conceptual and theoretical bases of motivation and employees' work attitudes and their relationship with performance and organizational outcomes
3. To deliberate the implications of industrial psychology in real-world challenges by connecting theoretical knowledge with real-world challenges.
4. To analyse occupational health and well-being, understand various factors, stressors, their consequences and psychological well-being in the workplace.

**Learning outcomes:**

After the completion of the course, the students will:

1. Understand the basic concepts, history, key theories and fundamental principles in industrial and organizational psychology.
2. Gain insight about factors that influence organizational productivity and success
3. Deal real-world challenges by connecting theoretical knowledge with actual organizational set-up.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.5 | Foundations of Industrial and Organisational (IO) Psychology | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction.** **Credit- 1**

- Nature and facets of Industrial and organizational psychology, Contribution of other social science subjects to organizational psychology.
- Historical Developments: The Early Years, Classical School: Taylor, Fayol & Weber. Human Relations Approach.
- European contribution and contemporary scenario: Socio-technical Approach, The Aston Studies. System approach and the contemporary challenges to organizations, concept of organizational change.
- Organizational Psychology in the Indian context: Replication, disenchantment and integration.

**Unit II Employee motivation and Job Attitudes.** **Credit- 1**

- Nature of Work motivation, Five key concepts (Behaviour, performance, ability, situation and motivation), Role of self-esteem, intrinsic motivation and need for achievement in the development of motivation.

- Theories of Work motivation: Content theory (Maslow, Herzberg), Process theories: Vroom's Expectancy Theory, Equity Theory, Goal Setting theory and Self-Regulation theory. Integration of theories. Giving Theory of motivation
- Job Attitude: Positive Organizational Behaviour, Brief Introduction to Organizational Commitment, Organizational Citizenship Behaviour, Employee' engagement.

**Unit III Leadership and the Influence process. Credit 1**

- Conceptual Foundations: Leaders versus managers, Themes in Leadership: positional power, leader, the lead, the influence process, the situation, Leader emergence versus leader effectiveness.
- Theoretical Approaches: Trait approach, Behavioral approach, Power and influence approach, Leader-Member Exchange theory.
- The Situational Approach: Fiedler Hersen, Blenchard Situational Leadership and Path Goal theory. Transformational and Charismatic leadership. The Implicit Leadership Theory.
- Indigenous Theories: Performance-Maintenance theory, Nurturant Task- participative (NT-P) Model of Leadership, Consultative Style of Management, Pioneering-Innovative Theory of Leadership.

**Unit IV Sources of Indian Knowledge System for Organisaional Behaviour. Credit 1**

- Selected readings from:
    - Bhagavad Gita.
    - Arthashastra.
    - Vidura Niti.
    - Koutilya.

**Essential/Recommended Readings/Texts:**


1. Kangle, R. P. (2000). *The Kauṭilya Arthaśāstra* (Part III). Motilal Banarsidass.
2. Kalra, S. K. (2004). Consultative managerial leadership style in India: A viable alternative. In P. N. Mukherjee & C. Sengupta (Eds.), *Indigenity and universality in social sciences: A South Asian response* (pp. xx–xx). Sage Publications.
3. Pareek, U. (2007). *Understanding organizational behaviour*. Oxford University Press.
4. Sinha, J. B. P. (2008). *Culture and organizational behavior*. Sage Publications.
5. Pareek, U., & Gupta, R. K. (2010). *Organizational behaviour*. Tata McGraw-Hill.
6. Aamodt, M. G. (2016). *Industrial/organizational psychology: An applied approach*. Cengage Learning.
7. Muchinsky, P. M., & Culbertson, S. S. (2016). *Psychology applied to work*. Hypergraphic Press.
8. *Vidura Nīti (Mahābhārata, Udyogaparva)* (2nd ed., English). (2017). Gītā Press.
9. Weerawardena, S. D., Priyasad, K. P. M., & Weerasinghe, T. D. (2018). *Managing lives at work: Lessons from Bhagavad Gītā*.

**Difficulty Level 200-299**

**Credits – 4**
**Hours - 60**

## Semester – 4
## (Sanskrit Majors)
## Major 2.6: Indian Hermeneutics: Tantrayukti and Mīmāṃsā Principles

**Course objectives:**

1. To explain the concept of hermeneutics and its role in interpretation and cognition.
2. To analyze Tantrayukti and Mīmāṃsā principles as interpretive tools.
3. To apply these principles to textual analysis, ethical reasoning and academic writing.
4. To identify interpretive biases and cognitive framing in processes of meaning-making.

**Learning outcomes:**

After the completion of the course, the students will:

1. Demonstrate understanding of Indian hermeneutical frameworks and their psychological relevance.
2. Apply Tantrayukti and Mīmāṃsā principles to structure arguments and interpret texts.
3. Critically evaluate interpretive bias and avoid logical fallacies (doṣa)
4. Integrate Indic interpretive methods into academic writing and research design.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.6 | Indian Hermeneutics: Tantrayukti and Mīmāṃsā Principles | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Hermeneutics, Mind and Meaning.** **Credit- 1**

- Concept of hermeneutics: meaning, interpretation, understanding.
- Indian and Western approaches to interpretation.
- Overview of Indian hermeneutical traditions: Mīmāṃsā, Nyāya, Vedānta, Āyurveda.
- Interpretation and Indian psychology: saṃskāra, vāsanā, guṇa, doṣa.
- Role of interpretation in belief formation and behavior.

**Unit II Tantrayukti and Cognitive Structuring.** **Credit- 1**

- Definition, purpose and sources of Tantrayukti.
- Tantrayukti in Caraka Saṃhitā and Arthaśāstra.
- Tantradoṣa and the need for methodological clarity.
- Selected Tantrayuktis: Classified into – Language, Content and Structure.
- Application to textual comprehension, attention, framing and schema formation.

**Unit III Mīmāṃsā Principles and Meaning-Making.** **Credit 1**

- Aim of Mīmāṃsā: dharma, action and interpretation.
- Types of textual statements: vidhi, niṣedha, mantra, arthavāda.
- Interpretive canons: Śruti, Liṅga, Vākya, Prakaraṇa, Sthāna, Samākhyā.
- Key principles: Sārthakyatā, Lāghava-Gaurava, Guṇapradhāna, Sāmanjasyā, Bādha.
- Parallels with modern cognitive and psychological theories.

**Unit IV Applications in Psychology, Ethics and Research.** **Credit 1**

- Interpretation of narratives, ethical dilemmas and case material.
- Application to Bhagavad Gītā chapters and psychological case studies.
- Indic approach to academic and scientific writing.
- Structuring arguments using Tantrayukti, Tantraguṇa and Mīmāṃsā.
- Awareness of interpretive bias and avoidance of doṣa.

**Essential/Recommended Readings/Texts:**


1. Jha, G. (1916). *The Pūrva Mīmāṃsā Sūtras of Jaimini: Selected chapters translated with commentary*. Bhuvaneswari Asrama / Digital Library of India.
2. Jha, G. (1918). *The principles of Mīmāṃsā*. Oriental Book Agency.
3. Jha, G. (1933–1936). *Śābarabhāṣya: Commentary on the Pūrva Mīmāṃsā Sūtra of Jaimini* (Vols. 1–3). Oriental Institute.
4. Sandal, M. L. (Trans.). (1974). *The Pūrva Mīmāṃsā Sūtras of Jaimini (English & Sanskrit)*. AMS Press.
5. Matilal, B. K. (1985). *The character of logic in India*. Oxford University Press.
6. Coward, H. (1988). *Scripture in the world religions*. University of South Carolina Press.
7. Sharma, P. V. (1995). *Caraka Saṃhitā: Text with English translation, Vimānasthāna (Chapter 8) – Tantrayukti*. Chaukhambha Orientalia.
8. Gambhirananda, S. (2000). *Bhagavad Gītā with the commentary of Śaṅkarācārya*. Nesma Books.
9. Sharma, R. K., & Dash, B. (2001). *Caraka Saṃhitā (English translation and commentary)*. Chaukhambha Orientalia.
10. Patwardhan, K. B. (2005). Articles on Tantrayukti and Ayurvedic methodology. *Journal of Ayurveda and Integrative Medicine*.
11. Kangle, R. P. (2010). *Kauṭilīya Arthaśāstra (Tantrayukti references)*. Motilal Banarsidass.
12. Cornelissen, R. M., Misra, G., & Varma, S. (2014). *Foundations of Indian psychology: Volume 1 – Theories and concepts*. Pearson Education India.
13. Hiriyanna, M. (2015). *Essentials of Indian philosophy*. Motilal Banarsidass.
14. Rao, K. R. (2016). *Foundations of Indian psychology*. Springer.


**Specific Assessment Criteria:**

- Textual analysis workshops, Comparative interpretation exercises (Indian vs Western hermeneutics), Reflective journals on interpretive bias, Group presentations and case-based discussions.
- Internal (40%): Reflective Journal (20%), Group Presentation (20%)
- End-Semester (60%): Analytical essay applying Tantrayukti/Mīmāṃsā to a case study.

**Difficulty Level 200-299**

**Credits – 4**
**Hours - 60**

# Major 2.7: Sanskrit Language through Patañjali Yoga Sūtras

**Course objectives:**

1. To achieve fluent recitation and grammatical analysis (padaccheda, anvaya) of core PYS sūtras through repeated śravaṇa-pāṭha-abhyāsa.
2. To understand the historical vyākhyāna-paramparā (Vyāsa → Yogasūdhākara → modern interpreters) for layered sūtra comprehension.
3. To master Samādhi- & Sādhanapāda sūtras via Yogasūdhākara's precise Sanskrit commentary, linking grammar to philosophical intent.
4. To analyze Vibhūti- & Kaivalyapāda through bhāṣya, focusing on technical terms (samyama, vivekakhyāti, kaivalya).
5. To critically compare ancient bhāṣyas with contemporary English/Hindi translations, evaluating interpretive fidelity and applications.

**Learning outcomes:**

After the completion of the course, the students will:

1. Recite 194 PY sūtras with correct saṁskāra, performing padaccheda-anvaya for independent textual access.
2. Trace vyākhyāna lineage from Vyāsa-bhāṣya to Yogasūdhākara, identifying key interpretive developments.
3. Explicate Samādhi/Sādhanapāda sūtras using Yogasūdhākara, constructing anvayas for sūtras.
4. Analyze Vibhūti/Kaivalyapāda technical concepts (saṁyama-vibhūti, nirbīja-samādhi) via bhāṣya excerpts.
5. Evaluate modern translations against prācīna-vyākhyās, producing comparative charts on key terms like citta-vṛtti, kliṣṭākliṣṭa.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.7 | Sanskrit Language through Patañjali Yoga Sūtras | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Sūtra Recitation.** **Credit 0.75**

- Recitation of all four pādas with proper pronounciation.
- Padaccheda practice.
- Sandhi resolution.
- samāsa breakdown.

**Unit II Yoga Sūtras Commentary Tradition.** **Credit 0.75**

- Introduction to Vyāsa-bhāṣya – First commentator, distinctive commentary style.
- Contributions of Sub commetnaries of Vācaspati commentary (Tattvavaiśāradī), Vijñānabhikṣu etc., brief review.

- Independent commetnaries on Yogasutras – Bhojavritti, Yogasudhakara etc – contributions.

**Unit III First & Second Pādas (Based on Yogasūdhākara commentary) Credit 1**

- Samādhipāda: Commencement of śāstra and definition of Yoga; citta-vṛttis and the two tools for nirodha (abhyāsa, vairāgya); nature and twofold division of samādhi; īśvarapraṇidhāna with obstacles and supports on the path; methods for ekāgratā; stages of sabīja-samādhi and culmination in nirbīja-samādhi.
- Sādhanapāda: Kriyāyoga as practical discipline; kleśas and their consequences; fourfold approach of heya (what is to be avoided), hetu (cause), hāna (removal) and upāya (means); aṣṭāṅga-yoga presented as the chief upāya for purification and attainment of samādhi.
- Anvaya with bhāṣya – Sūtra meaning exposition with Yogasūdhākara excerpts, grammar integration.

**Unit IV Third & Fourth Pādas (Based on Yogasūdhākara commentary) Credit 1**

- Chapter 3 (Vibhūtipāda): Last three limbs (dhāraṇā, dhyāna, samādhi), the method of saṁyama and its application, various citta and bhūta–indriya transformations and a wide range of jñāna-śakti and kriyā-śakti siddhis, warning that these powers are secondary to the goal of Yoga.
- Chapter 4 (Kaivalyapāda): Origins of siddhis and vāsanās, critique of alternative views on mind and world, Difference between citta and puruṣa and viveka-khyāti - mind gradually moving towards kaivalya, complete liberation.
- Bhāṣya analysis – Sūtra word-meaning construction with Yogasūdhākara commentary, explanation of difficult terms.

**Unit V Comparison of Modern Translations with Ancient Commentaries. Credit 0.5**

- Review of modern translations – Swami Vivekananda, Edwin Bryant, etc.
- Ancient-modern meaning comparison of key terms like cittavṛtti, kleŚamala, samyama.

**Essential/Recommended Readings/Texts:**

1. Śāstrī, G. D. (Ed.). (2007). Sāṃga Yogadarśana (Yoga Darśana of Patañjali), with the scholium of Vyāsa and the commentaries Tattvavaiśāradī, Pātañjalarahasya, Yogavārtika and Bhāsvatī (Reprint ed.). Chaukhamba Sanskrit Bhavan. (Original work published 1935)
2. Ḍhuṇḍhirājaśāstri. (2009). Yogasūtram ṣaṭṭīkopetam: Rājamārtāṇḍa by Bhojadeva, Maṇiprabhā by Rāmānanda Yati, Pradīpikā by Bhāvagaṇeśa, Vṛtti by Nāgojibhaṭṭa, Yogasudhākara by Sadaśivendra Sarasvatī and Yogacandrikā by Anantadeva Paṇḍita (Reprint ed.). Caukhambā Saṃskṛta Saṃsthāna.
3. Bryant, E. (2009). The yoga sūtras of Patañjali: A new edition, translation and commentary. North Point Press.

**Additional Reading:**

1. Satyananda Saraswati, S. (1976). Four chapters on freedom: Commentary on the Yoga Sutras of Patanjali. Yoga Publications Trust.
2. Feuerstein, G. (1989). The yoga-sūtra of Patañjali. Inner Traditions.

**Difficulty Level 200-299**

**Credits – 4**
**Hours - 60**

## Major 2.8: Foundations of Sanskrit Epic Literature and the Bhagavad Gītā

**Course objectives:**

1. To introduce students to the literary, cultural and philosophical foundations of the Sanskrit epics - Rāmāyaṇa, Mahābhārata and Bhagavad Gītā.
2. To examine the moral, ethical and socio-political values embedded in these epics and their significance in shaping Indian civilization.
3. To explore diverse interpretations and regional retellings of the epics to understand their pan-Indian and global impact.
4. To develop critical thinking and interpretative skills through engagement with epic narratives, characters and philosophical discourses.
5. To encourage the application of the Bhagavad Gītā's teachings and epic ideals in contemporary contexts, including ethics, leadership and personal development.

**Learning outcomes:**

After the completion of the course, the students will:

1. Demonstrate knowledge of the historical development, structure and literary characteristics of Sanskrit epic traditions.
2. Analyze major characters and events from the Rāmāyaṇa and Mahābhārata in relation to Dharma, justice and moral reasoning.
3. Evaluate the philosophical teachings of the Bhagavad Gītā and their relevance to ethical decision-making and psychological well-being.
4. Compare and contrast various commentarial and cultural interpretations of epic literature, both within India and internationally.
5. Apply insights from epic literature and the Bhagavad Gītā to contemporary social, professional and personal contexts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.8 | Foundations of Sanskrit Epic Literature and the Bhagavad Gītā | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I The World of Sanskrit Epics: Origins and Evolution.** **Credit- 1**

- Evolution of Itihāsa and Mahākāvya traditions in Sanskrit.
- Historical and cultural background of the Rāmāyaṇa and Mahābhārata.
- Literary characteristics: narrative style, poetic structure and aesthetics (Rasa and Alankāra).
- The concept of Dharma and human ideals in epic literature.

**Unit II The Rāmāyaṇa: Themes, Values and Society.** **Credit- 1**

- Major episodes and narrative flow of Vālmīki Rāmāyaṇa.

- Portrayal of Rāma, Sītā and Hanumān as ethical archetypes.
- Concepts of kingship, family and Maryādā-Puruṣottama.
- Interpretations of Rāmāyaṇa across cultures (Tulsidas, Kamba and Southeast Asian traditions)
- Women and moral agency in the Rāmāyaṇa.

**Unit III The Mahābhārata: Conflict, Morality and Wisdom. Credit 1**

- Structure and scope of the Mahābhārata as "Itihāsa-Pañcama Veda."
- Central characters: Kṛṣṇa, Arjuna, Bhīṣma, Draupadī and Duryodhana.
- Ethical dilemmas and Dharma-saṅkaṭa in the epic narrative.
- Śānti Parva and Anuśāsana Parva: discourses on governance and ethics.
- Women, war and justice: social and psychological perspectives.

**Unit IV The Bhagavad Gītā: Philosophy and Global Relevance. Credit 1**

- Historical context of the Bhagavad Gītā within the Mahābhārata.
- Central philosophical teachings: Karma-Yoga, Jñāna-Yoga and Bhakti-Yoga.
- Comparative readings of Indian commentaries (Śaṅkara, Rāmānuja, Madhva)
- Reception of the Gītā in modern India and the West (Tilak, Vivekananda, Gandhi, Emerson)
- Application of Gītā's philosophy to modern life: leadership, mindfulness and ethical decision-making.

**Essential/Recommended Readings/Texts:**

1. Kṛṣṇa Dvaipāyana Vyāsa. (1995). Bhagavad Gītā (E. H. Johnston, Trans.). Motilal Banarsidass.
2. Vyāsa. (2000). Mahābhārata (C. Rajagopalachari, Trans.). Bharatiya Vidya Bhavan.
3. Vālmīki. (2006). Rāmāyaṇa (C. Rajagopalachari, Trans.). Bharatiya Vidya Bhavan.

**Difficulty Level 200-299**

**Credits – 4**
**Hours - 60**

## (Psychology Majors)
## Major 2.9: Foundations of Developmental Psychology

**Course objectives:**

1. To explore key issues in human development, including nature vs. nurture, continuity vs. discontinuity and plasticity.
2. To understand research methods used in developmental studies and ethical considerations in research.
3. To examine physical, cognitive and language development from infancy to late adulthood.
4. To understand the specific developmental concerns in childhood, adolescence, adulthood and aging within the Indian socio-cultural framework.

**Learning outcomes:**

After the completion of the course, the students will:

1. Demonstrating an ability to understand and distinguish major theoretical perspectives and methodological approaches in human development.
2. Developing an ability to identify the milestones in diverse domains of human development across life stages.
3. Understanding the contributions of socio-cultural context toward shaping human development.
4. Acquiring an ability to decipher key developmental challenges and issues faced in the Indian societal context.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.9 | Foundations of Developmental Psychology | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction.** **Credit 1**

- Issues and theories in Developmental Psychology.
- Nature and nurture; continuity and discontinuity, plasticity in development.
- Role of Context in Development.
- Theoretical Perspectives:
  - Psychodynamic (Freud and Erikson)
  - Behavioural (classical and operant conditioning; social cognitive learning theory)
  - Cognitive (Piaget, information processing approaches)
  - Socio-cultural (Vygotsky, Ecological model of Bronfenbrenner)
- Research methods:
  - Longitudinal, cross sectional and sequential.
  - Ethics in research.
- Developmental Psychology:
  - Ancient Indian Origins.

**Unit II Domains of Development across life span – I** **Credit 1**

- Physical development (from infancy to late adulthood), Cognitive development and language development, Role of language in cognitive development.

**Unit III Domains of Development across life span – II. Credit 1**

- Socio-emotional development and Moral development, Cultural Processes, Ashrama system.

**Unit IV Developmental issues in Indian context. Credit 1**

- Issues of social relevance (gender, disability and poverty), Developmental issues in children and adolescents, Challenges of adulthood; Aging.

**Essential/Recommended Readings/Texts:**


1. Srivastava, A. K. (Ed.). (1997). *Child development: An Indian perspective*. NCERT.
2. Saraswathi, T. S. (2003). *Cross-cultural perspectives in human development: Theory, research and applications*. Sage Publications.
3. Georgas, J., Berry, J. W., Van de Vijver, F. J. R., Kağıtçıbaşı, Ç., & Poortinga, Y. H. (Eds.). (2006). *Families across cultures: A 30-nation psychological study*. Cambridge University Press.
4. Papalia, D. E., Olds, S. W., & Feldman, R. D. (2006). *Human development* (9th ed.). Tata McGraw-Hill.
5. Mitchell, P., & Ziegler, F. (2007). *Fundamentals of development: The psychology of childhood*. Psychology Press.
6. Shaffer, D. R., & Kipp, K. (2007). *Developmental psychology: Childhood and adolescence*. Thomson Wadsworth.
7. Sharma, N., & Chaudhary, N. (2009). Human development: Contexts and processes. In G. Misra (Ed.), *Psychology in India: Vol. 1. Basic psychological processes and human development*. Pearson.
8. Berk, L. E. (2010). *Child development* (9th ed.). Prentice Hall.
9. Feldman, R. S., & Babu, N. (2011). *Discovering the life-span*. Pearson.
10. Kakar, S. (2012). *The inner world: A psychoanalytic study of childhood and society in India* (4th ed.). Oxford University Press.
11. Santrock, J. W. (2012). *A topical approach to life-span development*. Tata McGraw-Hill.
12. Menon, S. (2025). *Being and well-being in Upanishadic literature*. Indian Psychology Institute. https://www.ipi.org.in/texts/others/sangeetamenon-being-sp.php
13. Srivastava, A. K., & Misra, G. (2025). *A contextual approach to human development: Integrating an Indian perspective*. Routledge.


**Suggested Practical Work (Illustrations only):**

1. Interview of elderly participants (staying with family and in old age homes). This helps build conversational skills, interviews skills, qualitative/Content analysis, professional ethics, sensitivity to the problems of aged, responsibility, awareness of policies etc in the students.
2. Life review of an old person or a middle-aged person. They also learn how to transcribe data from audio-recording.
3. Learning Social development through play: Observation of children playing in the park: participant or non-participant observation. Using Patton's typology to understand different types of plays and children's socio-emotional development.
4. Discussion on moral dilemmas like from the movie "Rang de Basanti", asking students voice their opinions and whether the protagonists behaved ethically.
5. The clinical interview method, particularly the moral judgment interview if combined with self-constructed dilemmas offers a more in-depth valence into how moral intentions and behaviours are shaped. The vignettes on personally relevant topics of personal

relationships; life death situations etc when constructed by students themselves teach not just the intricacies of how a situation can be construed differently from different perspectives but also how responses differ according to individuals' stances.

6. Such activities help to build the critical thinking skill while dilemma construction leads to enhance in-depth knowledge of the stages and sub levels of Kohlberg's Theory and also allows for critical appreciation of Gilligan's critique. It also helps in perspective taking while creating a scoring scheme which allows for nuances in responses to be picked up and classified in the stage model.
7. Observation based study on the interaction between individuals and contexts (family, school, peers, culture)
8. Evaluating quality of service in old-age homes or orphanages
9. Identifying the moral challenges by noting the incidents reported over certain time duration in newspapers and classifying them according to the age of offender.
10. Interviewing a nursery teacher for understanding the issues encountered in taking care of children.

**Difficulty Level 200-299**

**Credits – 4**
**Hours - 60**

# Major 2.10: Introduction to Clinical Psychology

**Course objectives:**

1. To evaluate the origins and assumptions in clinical psychology.
2. To enable the students to understand different types of models to define the perspectives of clinical psychology.
3. To be appraised of the influence of clinical psychology in different contexts.
4. To understand different types of assessment in clinical psychology.
5. To be aware of the interventions present in the clinical psychology.

**Learning outcomes:**

After the completion of the course, the students will:

1. Develop foundational knowledge of Clinical Psychology, its historical development (especially with respect to India) and professional ethics.
2. Acquire knowledge and skills for distinguishing normal and abnormal behavior and learn the criteria of determining abnormality.
3. Familiarize themselves with the current diagnostic systems (current edition of the Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases- Mental Disorder section)
4. Develop sensitivity towards individual and cultural diversity and understanding its implication in clinical work especially within the Indian context.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.10 | Introduction to Clinical Psychology | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction: The Perspectives of Clinical Psychology. Credit- 1**

- Definition of Clinical Psychology, Historical development of Clinical Psychology in (with special reference to India), Concept of Abnormal behaviour, Models of clinical psychology. Psychoanalysis, interpersonal, humanistic, behavioural, cognitive model.

**Unit II Clinical Assessment and Classification. Credit- 1**

- Clinical Assessment: Clinical Interview (emphasis on Mental Status Examination – MSE and Case History Interview), Observation, Psychological testing, neuropsychological testing. Classification and Diagnosis: Classification models: DSM V (latest) and ICD (latest)

**Unit III Clinical Psychology Intervention. Credit 1**

- Intervention in clinical psychology- Psychotherapy- based on the perspectives of clinical psychology; including family and group therapy approaches. Research and efficiency in psychotherapy and recent trends.

**Unit IV Credit 1**

- Indian Psychological Thought for Clinical Practice: Classical Indian Approaches to Psychological Dysfunction Mental Health Management from the Vedic Perspective, Psychotherapeutic Concepts in the Atharva Veda, Therapeutic Techniques in Yoga Systems.

**Essential/Recommended Readings/Texts:**


1. World Health Organization. (1992). The ICD-10 classification of mental and behavioural disorders. WHO.
2. Beg, M. A., & Beg, S. (1996). Logotherapy and the Vedantic view of life and mental well-being. Journal des Viktor-Frankl-Instituts, 1, 97–112.
3. Hecker, J. E., & Thorpe, G. L. (2005). Introduction to clinical psychology. Pearson Education.
4. Pomerantz, A. M. (2008). Clinical psychology: Science, practice and culture. Sage Publications.
5. Plante, T. G. (2011). Contemporary clinical psychology (3rd ed.). John Wiley & Sons.
6. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). APA.
7. Husain, A., Beg, M. A., & Dwivedi, C. B. (2013). Psychology of humanity and spirituality. Research India Press.
8. Nevid, J. S., Rathus, S. A., & Greene, B. (2014). Abnormal psychology in a changing world. Pearson Prentice Hall.
9. Llewelyn, S., & Murphy, D. (Eds.). (2014). What is clinical psychology? Oxford University Press.
10. Comer, R. J. (2015). Abnormal psychology. Worth Publishers.
11. Butcher, J. N., Hooley, J. M., Mineka, S., & Dwivedi, C. B. (2017). Abnormal psychology. Pearson.
12. Sommers-Flanagan, J., & Sommers-Flanagan, R. (2017). Clinical interviewing. Wiley.
13. Balodhi, J. P. (2021). Ancient Indian psychological perspectives on mental health: Classical Indian approaches to psychological dysfunction. Indian Journal of Clinical Psychology, 48(2), 40–43.
14. Salagame, K. K. K. (2021). Relevance of Indian psychological thought for clinical practice. Indian Journal of Clinical Psychology, 48(2), 1–5.
15. Tripathi, K. M. (2021). Therapeutic techniques in yoga systems. Indian Journal of Clinical Psychology, 48(2), 54–62.

**Difficulty Level 200-299**

**Credits – 4**
**Hours - 60**

## Major 2.11: Śānta: Emotions in everyday Life

**Course objectives:**

1. To introduce students to foundational concepts of emotions from both Sanskritic (e.g., bhāva, rasa, śānta) and psychological perspectives, enabling systematic understanding of emotional processes.
2. To examine the role of emotions in shaping everyday decision-making, behavior and interpersonal relationships, with attention to cultural and philosophical contexts.
3. To cultivate emotional intelligence by fostering self-awareness, empathy and reflective skills relevant to personal growth and social harmony.
4. To equip students with practical strategies for emotional regulation and coping, drawing upon classical Sanskrit sources and contemporary psychological approaches.

**Learning outcomes:**

After the completion of the course, the students will:

1. Understand and identify emotions and their components.
2. Analyze how emotions influence decision-making, behavior and relationships in daily life.
3. Develop emotional intelligence for better personal and social interactions.
4. Apply strategies for emotional regulation and coping in challenging situations.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.11 | Śānta: Emotions in everyday Life | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Understanding the Basics of Emotions.** **Credit- 1**

- Emotions, mood and feelings, components of emotion, physiological basis of emotions (brain and emotions), function of emotions, culture and emotions.

**Unit II Emotions in decision making.** **Credit- 1**

- The role of emotions in decision making: Rational vs. emotional decisions, Impact of mood on decision-making processes, cognitive biases and emotional decision-making, Risk-taking and emotional reactions, role of emotional intelligence in making sound decisions.

**Unit III Emotions in social interactions and relationships.** **Credit 1**

- Emotional expression and nonverbal communication, Empathy and understanding others, Perceiving emotions accurately in others, social norms and cultural variations in emotional expression, emotion and conflict resolution.

**Unit IV Emotional regulation and emotional intelligence.** **Credit 1**

- Emotional intelligence models and competencies, Mindfulness, self-compassion and emotional regulation techniques, Emotion-focused coping.

**Essential/Recommended Readings/Texts:**

1. Kabat-Zinn, J. (1990). Full catastrophe living: Using the wisdom of your body and mind to face stress, pain and illness. Bantam Books.
2. Goleman, D. (1995). Emotional intelligence. Bantam Books.
3. Bar-On, R., & Parker, J. D. A. (Eds.). (2000). The handbook of emotional intelligence. Jossey-Bass.
4. Gross, J. J. (2002). Emotion regulation: Affective, cognitive and social consequences. Psychophysiology, 39(3), 281–291. https://doi.org/10.1017/S0048577201393198
5. Lerner, J. S., Li, Y., Valdesolo, P., & Kassam, K. S. (2015). Emotion and decision making. Annual Review of Psychology, 66, 799–823. https://doi.org/10.1146/annurev-psych-010213-115043

**Difficulty Level 200-299**

**Credits – 4**
**Hours - 60**

# Major 2.12: Religious Texts and Rituals in Sanskrit

**Course objectives:**

1. To introduce students to major religious texts in Sanskrit and their philosophical significance.
2. To provide an understanding of Vedic and Purāṇic rituals in both historical and practical contexts.
3. To examine the continued relevance and adaptation of Sanskrit rituals in modern religious practices.
4. To explore the philosophical foundations underlying Sanskrit rituals and connect them to broader currents of Indian thought.

**Learning outcomes:**

After the completion of the course, the students will:

1. Identify and contextualize major Sanskrit religious texts including the Vedas, Upanishads, Bhagavad Gita and Puranas.
2. Describe key Vedic and Puranic rituals and their significance in traditional Hindu practice.
3. Analyze the role of Sanskrit in contemporary religious rituals both in India and globally.
4. Relate religious rituals to their philosophical foundations within Indian spiritual traditions.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.12 | Religious Texts and Rituals in Sanskrit | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Sanskrit Religious Texts. Credit- 1**

- Overview of Key Texts: Introduction to the Vedas, Upanishads, Bhagavad Gita and major Puranas.
- Philosophical Foundations: Exploration of how these texts articulate central Indian philosophical concepts such as dharma, moksha and karma.

**Unit II Vedic Texts and Rituals. Credit- 1**

- Vedic Literature: Study of the four Vedas - Rigveda, Yajurveda, Samaveda and Atharvaveda and their samhitas and brahmanas.
- Ritual Practices: Examination of core Vedic rituals such as yajnas (sacrificial offerings), recitation of mantras and the role of the priesthood.

**Unit III Puranas and Hindu Worship Rituals. Credit 1**

- The Puranas: Study of selected texts such as the Vishnu Purana and Bhagavata Purana; understanding mythological narratives and theological themes.
- Hindu Worship Practices: Temple rituals, pujas, vratas (vows) and religious festivals; how mythology informs ritual structures and symbolism.

**Unit IV Contemporary Rituals in Sanskrit. Credit 1**

- Modern Practice: How Sanskrit is used in daily worship, life-cycle ceremonies (samskaras) and community rituals today.
- Global Dimensions: Spread and adaptation of Sanskrit-based rituals in the global Hindu diaspora; impact on yoga communities and interfaith practices.

**Essential/Recommended Readings/Texts:**

1. Srinivas, M. N. (1952). The philosophy of ritual: A sociological and philosophical exploration of ritual practices within Indian society. Oxford University Press.
2. Knipe, D. M. (1991). Rituals of Hinduism: A comprehensive guide to Hindu rituals with focus on their symbolic, performative and cultural dimensions. Oxford University Press.
3. Rajagopalachari, C. (1959). Bhāgavata Purāṇa. Bharatiya Vidya Bhavan.
4. Easwaran, E. (2007). The Vedas: A translation and interpretation of Vedic hymns for a modern audience. Nilgiri Press.
5. Dasgupta, S. N. (1940). Vedic rituals: A detailed and scholarly analysis of Vedic ritual practices and their meanings. Cambridge University Press.

# THIRD YEAR: MAJOR PAPERS

**Difficulty Level 300-399**

**Credits – 4**
**Hours - 60**

# Semester – 5
# (Sanskrit Majors)
# Major 3.1: Indian System of Logic and Debate

**Course objectives:**

1. To acquaint students with the fundamental Indian principles of debate (vāda-vidyā) and their applications in philosophical discourse and diverse areas of knowledge.
2. To bring the indigenous science of argumentation (Anvīkṣikī) to the fore.
3. To develop in students the logical faculty of discourse and rational perception applicable to day-to-day life situations.

**Learning outcomes:**

After the completion of the course, the students will:

1. Comprehend different levels, layers and components of the Indian science of debate.
2. Apply principles of Indian logic and debate in academic and real-life discussions.
3. Analyze arguments systematically using classical Indian logical structures.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.1 | Indian System of Logic and Debate | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to counselling as a profession.** **Credit- 1**

- Definitions.
- Nature and Goals.
- Counselling Process/stages.
- Professional ethics (Latest version of American Counselling Association – ACA)
- Personal and professional aspects of a counsellor (skills)
- Counseling in Ancient India: A Philosophical and Cultural Perspective.
- Status of counselling psychology in India.
- Contemporary issues and challenges; challenges of online counselling and tele-counselling.

**Unit II Approaches in counselling practice.** **Credit- 1**

- Person centered approach, Psychoanalytic approach, Behavioural approach (including CBT), Cognitive approach (REBT)

**Unit III Contemporary approaches in counselling.** **Credit 1**

- Narrative therapy, Solution Focused therapy, Creative and Expressive arts therapy, Yoga and Meditation.

**Unit IV Applications of counselling.** **Credit 1**

- School counselling, Career counselling, Family counselling, crisis Intervention: suicide, grief and sexual abuse.

**Practical (30 hrs)**

- Skill based practicum based on Rogers' Person centered approach.
- Understanding counseling process.
- Externship in school counselling.
- Learning counseling techniques based on CBT, REBT, psychoanalytic approaches.

**Essential/Recommended Readings/Texts:**


1. Aguilera, D. C. (1998). Crisis intervention: Theory and methodology (8th ed.). Mosby.
2. Belkin, G. S. (1998). Introduction to counselling (3rd ed.). W. C. Brown.
3. Paranjpe, A. C. (2002). Self and identity in modern psychology and Indian thought. Springer.
4. Seligman, L., & Reichenberg, L. W. (2010). Theories of counseling and psychotherapy. Pearson.
5. Rao, K. R. (2012). Indian psychology and counseling. Journal of Indian Psychology, 30(2), 1–20.
6. Murphy, J. J. (2015). Solutions focused on counselling in schools. Wiley.
7. Nelson, R. J. (2015). Theory and practice of counseling and psychotherapy (6th ed.). Sage South Asia.
8. Bhola, P., & Raghuram, A. (2016). Ethical issues in counseling and psychotherapy practice: Walking the line. Springer.
9. Gladding, S. T., & Batra, P. (2018). Counselling: A comprehensive profession. Pearson.


**Additional Readings:**


1. Corey, G. (2009). *Counseling and psychotherapy: Theory and practice* (7th ed.). Cengage Learning.
2. Sharf, R. S. (2012). *Theories of psychotherapy and counseling: Concepts and cases* (5th ed.). Brooks/Cole (Cengage Learning).
3. Feltham, C., Hanley, T., & Winter, L. A. (2018). *The SAGE handbook of counseling and psychotherapy* (4th ed.). SAGE.
4. Capuzzi, D., & Stauffer, M. D. (2022). *Counseling and psychotherapy: Theories and interventions* (7th ed.). American Counseling Association.

**Difficulty Level 300-399**

**Credits – 4**
**Hours - 60**

# Major 3.2: Introduction to Nāṭyaśāstra

**Course objectives:**

1. To provide an introduction to the Nāṭyaśāstra and its cultural and historical significance in the Indian tradition.
2. To understand the contribution of Bharata Muni to the development of classical Indian performing arts, including drama, dance and music.
3. To familiarize students with the structure, contents and aesthetic theories of the Nāṭyaśāstra.
4. To explore core concepts such as rasa, bhāva, abhinaya and stagecraft and their influence on Indian classical performance.

**Learning outcomes:**

After the completion of the course, the students will:

1. Describe the historical context and cultural importance of the Nāṭyaśāstra in Indian arts.
2. Explain the contributions of Bharata Muni to classical performance theory and practice.
3. Identify and interpret key concepts including rasa, bhāva and the four types of abhinaya.
4. Analyze the structure of the Nāṭyaśāstra and its influence on theatre, dance and music traditions in India.
5. Recognize the significance of ranga (stage) and technical elements of performance as described in the text.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.2 | Introduction to Nāṭyaśāstra | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Nāṭyaśāstra.** **Credit- 1**

- Overview of the Nāṭyaśāstra and its historical-cultural context.
- Authorship and mythic origins: Bharata Muni and the divine origin of drama.
- Influence on Indian performing arts – drama, music and dance.
- Structure and scope: Overview of the major Adhyāyas (chapters)

**Unit II Rasa and Bhāva.** **Credit- 1**

- Concept of Rasa (aesthetic sentiment) – the Nāva Rasas (Nine Rasas)
- Relationship between Bhāva (emotional state) and Rasa.
- Role of Rasa in theatrical and dance performances.
- The aesthetic experience: From actor to audience.

**Unit III Abhinaya (Acting Techniques)** **Credit 1**

- The four types of Abhinaya:
  - Āṅgika (physical expression)
  - Vācika (verbal expression)
  - Āhārya (costume and appearance)
  - Sāttvika (emotional/spiritual expression)

- Use of mudrās (gestures) and facial expressions.
- Practical applications of Abhinaya in classical dance and theatre.

**Unit IV Music, Dance and Stagecraft. Credit 1**

- Role of Gāndharva music in performance.
- Influence of Nāṭyaśāstra on classical dance forms such as Bharatanatyam, Kathak, etc.
- Stage design (Ranga), props, costumes and makeup.
- Technical aspects of performance: lighting, sound and actor placement.

**Essential/Recommended Readings/Texts:**

1. Ghosh, M. (1951). Nāṭyaśāstra: A textbook of Indian classical theatre. Asiatic Society of Bengal.
2. Raghavan, V. (1970). Indian aesthetics: An introduction. Madras University Press.
3. Suri, G. K. (1984). The Nāṭyaśāstra and its influence on Indian theatre. Munshiram Manoharlal.
4. Sreedharan, E. (1990). The theory of rasa in Indian aesthetics. Bharatiya Vidya Bhavan.
5. Bharata Muni. (1996). Nāṭyaśāstra (M. L. Varadpande, Trans.). Sahitya Akademi.

**Difficulty Level 300-399**

**Credits – 4**
**Hours - 60**

## Major 3.3: Study of Sanskrit Texts in the Context of Indian Epistemology

**Course objectives:**

1. To understand Indian Epistemology: Introduce key concepts and major schools of thought such as Nyāya, Mīmāṃsā, Vedānta and Buddhism.
2. To explore Pramāṇa theories: Study the various sources of valid knowledge—perception (pratyakṣa), inference (anumāna), comparison (upamāna) and testimony (śabda)—across Indian philosophical systems.
3. To analyze Sanskrit texts: Examine classical Sanskrit texts for their insights into knowledge and cognition.
4. To compare philosophical systems: Contrast the epistemological theories found in Nyāya, Mīmāṃsā, Vedānta and Buddhism.
5. To apply knowledge insights: Relate epistemological theories to broader concepts of reality and liberation.

**Learning outcomes:**

After the completion of the course, the students will:

1. Explain and contextualize key epistemological concepts within major schools of Indian philosophy.
2. Compare and evaluate epistemological frameworks of Nyāya, Mīmāṃsā, Vedānta and Buddhist traditions through textual and conceptual analysis.
3. Examine and interpret selected Sanskrit passages addressing knowledge, perception and inference in philosophical discourse.
4. Apply and integrate principles of Pramāṇa and epistemological reasoning to philosophical inquiries concerning reality and liberation.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.3 | Study of Sanskrit Texts in the Context of Indian Epistemology | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Indian Epistemology.** **Credit- 1**

- Overview of Indian Epistemology: Introduction to the key philosophical systems in India—Nyāya, Mīmāṃsā, Vedānta and Buddhism—and their approaches to knowledge.
- Pramāṇa Theory: Study the four sources of valid knowledge in Indian philosophy—perception, inference, comparison and testimony.
- Understanding the Role of Epistemology: Discuss the importance of epistemology in shaping philosophical discourse in India.

**Unit II Nyāya Epistemology.** **Credit- 1**

- Nyāya Philosophy: Detailed study of Nyāya, focusing on its theory of valid knowledge and logical reasoning.
- Four Means of Knowledge: Explore the four Pramāṇas in Nyāya—perception (pratyakṣa), inference (anumāna), comparison (upamāṇa) and testimony (śabda)
- Theory of Cognition: Understand the Nyāya theory of cognition and its relation to logical reasoning in acquiring knowledge.

**Unit III Mīmāṃsā and Vedānta. Credit 1**

- Mīmāṃsā Epistemology: Focus on the role of śabda (testimony) as a source of knowledge and its relationship to the authority of the Vedas.
- Vedānta Epistemology: Examine Vedānta's perspective on direct knowledge (intuition) and its connection to spiritual liberation (moksha).
- Comparison of Mīmāṃsā and Vedānta: Contrast the epistemological approaches in Mīmāṃsā and Vedānta, with an emphasis on their views of knowledge and liberation.

**Unit IV Buddhist Epistemology. Credit 1**

- Buddhist Epistemology: Study the Buddhist view on knowledge, with a focus on the works of philosophers like Dignāga and Dharmakīrti.
- Pramāṇa in Buddhism: Analyze the Buddhist understanding of valid sources of knowledge and their critical approach to perception and inference.
- The Theory of Non-Self (Anātman): Investigate the implications of the Buddhist theory of non-self on epistemological concepts, particularly in relation to the nature of knowledge and reality.

**Essential/Recommended Readings/Texts:**

1. Vācaspati Miśra. Tattvārthī. (Original work composed c. 9th–10th century CE)
2. Radhakrishnan, S. (1908). Vedānta and the theory of knowledge. London, UK: George Allen & Unwin.
3. Radhakrishnan, S. (1923). Indian philosophy (Vol. 1–2). London, UK: George Allen & Unwin.
4. Murti, T. R. V. (1955). The central philosophy of Buddhism: A study of the Madhyamika system. London, UK: George Allen & Unwin.Ahuja, B. N. Press laws and media ethics. Surjeet Publications.

**Difficulty Level 300-399**

**Credits – 4**
**Hours - 60**

## (Psychology Majors)
## Major 3.4: Basics of Psychometrics

**Course objectives:**

1. To develop an understanding of the basic principles of psychological assessment.
2. To know the process of development and standardization of a psychological tool.
3. To be aware about the utility of psychological tools in different contexts.

**Learning outcomes:**

After the completion of the course, the students will:

1. Develop an understanding of the basic principles of psychological assessment and its various phases.
2. Gain insight about the steps in test construction and standardization of psychological tools.
3. Demonstrate understanding of the impact of cultural contexts on assessment.
4. Developing knowledge of the ethical and legal issues involved in the assessment process.
5. Know about the application of tests in a variety of settings.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.4 | Basics of Psychometrics | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Psychological Assessment.** **Credit- 1**

- Psychological assessment: Principles of assessment.
- Nature and purpose.
- Similarity and difference between test and assessment.
- Types of assessment: Observation, Interview, scales and tests.
- Integrating inputs from multiple sources of information.
- Report writing and providing feedback to the client/referral source, psychological assessment in multi-cultural context.
- Ethical and professional issues and challenges.

**Unit II Psychological Testing.** **Credit- 1**

- Definition of a test, types of tests, Characteristics of a Good Test, Applications of psychological tests in various contexts (educational, counselling and guidance, clinical, organizational etc.)

**Unit III Test and Scale Construction.** **Credit 1**

- Test Construction and Standardization: Item analysis, Reliability, validity and norms (characteristics of z-scores, T-scores, percentiles, stens and stanines), Scale Construction: Likert, Thurstone, Guttman & Semantic Differential.

**Unit IV Tests of Cognitive Ability and Personality.** **Credit 1**

- Tests of cognitive ability: General mental ability tests (The Wechsler scales of intelligence, Stanford–Binet Intelligence Scales: 5th Edition, Culture Fair Intelligence Test, Raven's Progressive Matrices etc.), Aptitude tests/batteries (eg, Differential Aptitude tests), Information-processing tests (Das-Naglieri Cognitive Assessment System (CAS))
- Exposure to tests of personality: Inventories such as NEO-FFI, 16 PF, FIRO B, MMPI etc., Projective tests like Rorschach and Thematic Apperception Test (a brief introduction to both), semi-projective tests like Rotter's Incomplete Sentence Blank, Rosenzweig's Picture Frustration test
- Future directions in psychological assessment: Computer assisted assessment, Virtual reality and psychological assessment.

**Essential/Recommended Readings/Texts:**

1. Anastasi, A., & Urbina, S. (2003). Psychological testing (7th ed.). New Delhi, India: Prentice Hall of India Pvt. Ltd.
2. Desai, B., & Abhyankar, S. (2007). Manasashāstrīya māpan. Pune, India: Narendra Prakashana.
3. Barve, B. N., & Narake, H. J. (2008). Manomāpan. Nagpur, India: Vidya Prakashana.
4. Aiken, L. R., & Groth-Marnet, G. (2009). Psychological testing and assessment (12th ed.). New Delhi, India: Pearson Education.
5. Husain, A. (2012). Psychological testing. New Delhi, India: Pearson Education.
6. Kaplan, R. M., & Saccuzzo, D. P. (2012). Psychological testing: Principles, applications and issues (8th ed.). New Delhi, India: Cengage.
7. Gregory, R. J. (2014). Psychological testing: History, principles and applications (6th ed.). Boston, MA: Pearson Education.
8. Connolly, I., Palmer, M., Barton, H., & Kirwan, G. (Eds.). (2016). Introduction to cyberpsychology. London, UK: Routledge.

**Difficulty Level 300-399**

**Credits – 4**
**Hours - 60**

## Major 3.5: Introduction to Counselling Psychology

**Course objectives:**

1. To understand the foundational concepts of counselling, including its definitions, nature, goals and stages in the counselling process.
2. To gain knowledge of major counselling approaches, including Person-Centered Therapy, Psychoanalytic Therapy, CBT and REBT.
3. To explore contemporary approaches, including Narrative Therapy, Solution-Focused Therapy, Creative Arts Therapy, Yoga and Meditation.
4. To engage in workshops focusing on self-awareness, emotional regulation, decision-making, group dynamics, mindfulness and stress management.

**Learning outcomes:**

After the completion of the course, the students will:

1. Understand the nature and scope of counseling psychology and its difference from other allied fields.
2. Developing a basic understanding of counselling as a profession.
3. Gaining an overview of basic approaches, theories and techniques in counselling.
4. Developing awareness about contemporary issues and challenges in counselling.
5. Learning about the newer forms of therapy like solution focused therapy, narrative therapy.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.5 | Introduction to Counselling Psychology | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to counselling as a profession. Credit- 1**

- Definitions, Nature and Goals, Counselling Process/stages, Professional ethics (Latest version of American Counselling Association – ACA), Personal and professional aspects of a counsellor (skills), Counseling in Ancient India: A Philosophical and Cultural Perspective, Status of counselling psychology in India, Contemporary issues and challenges; challenge of online counselling and tele-counselling.

**Unit II Approaches in counselling practice. Credit- 1**

- Person centered approach, Psychoanalytic approach, Behavioural approach (including CBT), Cognitive approach (REBT)

**Unit III Contemporary approaches in counselling. Credit 1**

- Narrative therapy, Solution Focused therapy, Creative and Expressive arts therapy, Yoga and Meditation.

**Unit IV Applications of counselling. Credit 1**

- School counselling, Career counselling, Family counselling, crisis Intervention: suicide, grief and sexual abuse.

**Practical (30 hrs)**

- Skill based practicum based on Rogers' Person-centered approach.
- Understanding counseling process.
- Externship in school counseling.
- Learning counseling techniques based on CBT, REBT and psychoanalytic approaches.

**Essential/Recommended Readings/Texts:**


1. Aguilera, D. C. (1998). Crisis intervention: Theory and methodology (8th ed.). Mosby.
2. Belkin, G. S. (1998). Introduction to counselling (3rd ed.). W. C. Brown.
3. Paranjpe, A. C. (2002). Self and identity in modern psychology and Indian thought. Springer.
4. Seligman, L., & Reichenberg, L. W. (2010). Theories of counseling and psychotherapy. Pearson.
5. Rao, K. R. (2012). Indian psychology and counseling. Journal of Indian Psychology, 30(2), 1–20.
6. Murphy, J. J. (2015). Solutions focused on counselling in schools. Wiley.
7. Nelson, R. J. (2015). Theory and practice of counseling and psychotherapy (6th ed.). Sage South Asia.
8. Bhola, P., & Raghuram, A. (2016). Ethical issues in counseling and psychotherapy practice: Walking the line. Springer.
9. Gladding, S. T., & Batra, P. (2018). Counselling: A comprehensive profession. Pearson.


**Additional Readings:**


1. Corey, G. (2009). Counselling and psychotherapy: Theory and practice (7th ed.). Cengage Learning.
2. Sharf, R. S. (2012). Theories of psychotherapy and counseling: Concepts and cases (5th ed.). Brooks/Cole (Cengage Learning).
3. Feltham, C., Hanley, T., & Winter, L. A. (2018). The SAGE handbook of counseling and psychotherapy (4th ed.). SAGE.
9. Capuzzi, D., & Stauffer, M. D. (2022). Counselling and psychotherapy: Theories and interventions (7th ed.). American Counseling Association.

**Difficulty Level 300-399**

**Credits – 4**
**Hours - 60**

# Semester - 6
# (Sanskrit Majors)
# Major 3.6: Selections from Vedic Literature

**Course Objectives:**

1. To introduce students to selected hymns and passages from Vedic literature with emphasis on their linguistic, philosophical, and psychological dimensions.
2. To develop an understanding of Vedic conceptions of mind, emotion, cognition, ethics, and human flourishing.
3. To cultivate skills in close reading, interpretation, and contextual analysis of Vedic texts using traditional and modern approaches.
4. To enable students to relate Vedic insights to contemporary psychological themes such as well-being, meaning, and selfhood.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Identify and explain key ideas from selected Vedic hymns using appropriate Sanskrit terminology.
2. Analyze Vedic representations of mind, emotion, ritual, and values in relation to psychological concepts.
3. Interpret selected passages from the Ṛgveda, Atharvaveda, and early Upaniṣads using guided textual methods.
4. Critically reflect on the relevance of Vedic thought for understanding human experience and mental well-being.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.6 | Selections from Vedic Literature | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Vedic Literature and Worldview. Credit 1**

- Overview of Vedic literature: four Vedas and their internal divisions (Saṃhitā, Brāhmaṇa, Āraṇyaka, Upaniṣad).
- Historical and cultural context of the Vedic period; oral tradition (śruti), mnemonic techniques, and transmission of knowledge.
- Key Vedic concepts relevant to psychology: ṛta (cosmic order), dharma, yajña, manas, dhī, citta, and śraddhā.
- Introduction to Vedic views of the human person: body (śarīra), mind (manas), vital force (prāṇa), and consciousness.
- Methods of approaching Vedic texts: traditional exegetical perspectives and modern interpretive approaches.

**Unit II Ṛgvedic Hymns: Mind, Emotion, and Cognition. Credit 1**

- Selection and close reading of Ṛgvedic hymns related to cognition, inspiration, and emotion.
- Study of hymns addressed to Agni, Indra, Soma, and Sarasvatī as symbolic representations of psychological and cognitive functions.
- Analysis of concepts such as dhī (insight/intelligence), mati (thought), medhā (wisdom), and manyu (emotion/impulse).
- Exploration of prayer (stuti) and mantra as psychological tools for focus, emotional regulation, and meaning-making.
- Discussion of the role of poetic imagination and symbolism in shaping inner experience.

**Unit III Atharvaveda: Healing, Emotion, and Everyday Life. Credit 1**

- Introduction to the Atharvaveda as a text concerned with everyday human concerns.
- Selected hymns addressing fear, anxiety, illness, conflict, social harmony, and healing.
- Vedic approaches to mental distress, protection (*rakṣā*), well-being, and resilience.
- Psychological significance of ritual, mantra, and intention in coping and emotional regulation.
- Connections between Atharvavedic healing practices and contemporary ideas of psychosomatic health.

**Unit IV Early Upaniṣadic Selections: Self, Mind, and Inner Peace. Credit 1**

- Selected passages from early Upaniṣads (e.g., Īśā, Kaṭha, Praśna).
- Study of concepts such as ātman, brahman, avidyā, vidyā, and the disciplined mind.
- Dialogue format as a pedagogical and psychological method (teacher–student inquiry).
- Analysis of mind-control, self-knowledge, and freedom from fear and sorrow.
- Relevance of Upaniṣadic ideas for psychological well-being, self-understanding, and the cultivation of inner calm (śānti).

**Essential/Recommended Readings/Texts:**


1. Radhakrishnan, S., (1953), *Indian Philosophy*, Vol. 1, London: George Allen & Unwin.
2. Aurobindo, S., (1998), *The Secret of the Veda*, Pondicherry: Sri Aurobindo Ashram Press.
3. Olivelle, P., (Ed. & Trans.), (1998), *The Early Upaniṣads: Annotated Text and Translation*, Oxford: Oxford University Press.
4. Śaṅkarācārya, (2004), *Īśā, Kena, Kaṭha, Praśna, Muṇḍaka, Māṇḍūkya Upaniṣads with Bhāṣya*, Kolkata: Advaita Ashrama.
5. Ṛgveda Saṃhitā, (2007), *With Sāyaṇācārya's Bhāṣya*, Vols. 1–4, Varanasi: Chaukhambha Sanskrit Sansthan.
6. Swami Vivekananda, (2006), *Practical Vedanta*, Kolkata: Advaita Ashrama.
7. Jamison, S. W., Brereton, J. P., (2014), *The Rigveda: The Earliest Religious Poetry of India*, Vols. 1–3, Oxford: Oxford University Press.


**Assessment**

**(a) Evaluation by Semester-End Examination – 60%**

The semester-end examination shall include:

1. Multiple Choice Questions (MCQs) – Testing familiarity with key Nyāya terms and concepts.
2. Very Short Answer Questions – Definitions and brief explanations.

3. Short Answer Questions – Conceptual clarity and application.
4. Long Answer / Essay Questions – Analytical and comparative responses.

**(b) Continuous Evaluation – 40%**

Continuous assessment will be based on any four of the following:

1. Written Assignments – Short essays on Nyāya concepts or arguments.
2. Logical Analysis Exercises - Constructing and analyzing inferences.
3. Oral Presentation / Seminar - Presentation on a Nyāya topic or text.
4. Group Discussion / Debate - Applying *vāda* principles.
5. Reflective Note - Relevance of Nyāya logic to psychology and reasoning.

**Difficulty Level 300-399**

**Credits – 4**
**Hours - 60**

## Major 3.7: Svāsthya and Integral Well-being

**Course Objectives:**

1. To introduce the classical Indian concept of svāsthya as a holistic state of physical, mental, social, and spiritual wellbeing.
2. To examine traditional Sanskrit sources on health, balance, and flourishing in dialogue with modern psychological perspectives.
3. To cultivate an integrative understanding of wellbeing that includes body, mind (manas), emotion, conduct (ācāra), and awareness.
4. To enable students to reflect critically and experientially on wellbeing practices relevant to everyday life.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the concept of svāsthya using classical Sanskrit texts and terminology.
2. Analyze wellbeing through integrative frameworks drawn from Āyurveda, Yoga, and psychology.
3. Apply basic wellbeing principles and reflective practices to personal and social contexts.
4. Critically assess contemporary wellbeing models in light of Indian knowledge traditions.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.7 | Svāsthya and Integral Well-being | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Svāsthya: Classical Indian Conceptions of Health.** **Credit 1**

- Meaning and etymology of svāsthya ("being established in oneself").
- Classical definition of health from Āyurveda: balance of doṣa, dhātu, mala, proper functioning of agni, clarity of ātman, indriya, and manas.
- Introduction to prakṛti (constitution) and individual differences.
- Concepts of sukha and duḥkha in Sanskrit texts.
- Comparison with modern biomedical and psychological definitions of health.

**Unit II Mind, Emotion, and Conduct in Wellbeing.** **Credit 1**

- Role of manas in health and illness.
- Mental balance and imbalance: sattva, rajas, and tamas.
- Ethical and behavioral dimensions of wellbeing: ācāra, sadvṛtta, and yama–niyama.
- Emotions, stress, and resilience from Indian psychological perspectives.
- Relevance of these ideas to emotional regulation and mental health.

**Unit III Yogic and Contemplative Approaches to Integral Wellbeing.** **Credit 1**

- Yoga as a system for wellbeing: citta-vṛtti-nirodha.
- Psychological dimensions of aṣṭāṅga-yoga.
- Concepts of inner harmony (śānti), clarity (prasāda), and freedom from distress (kleśa).
- Introduction to contemplative practices (attention, awareness, moderation).
- Dialogue between yogic wellbeing and contemporary positive psychology.

**Unit IV Integral Wellbeing: Contemporary and Applied Perspectives. Credit 1**

- Integral approaches to wellbeing: body–mind–emotion–meaning.
- Indian thinkers on integral wellbeing (e.g., Sri Aurobindo).
- Lifestyle, community, and cultural dimensions of health.
- Critical engagement with modern wellbeing movements and wellness culture.
- Application of integrative wellbeing principles in everyday life and society.

**Essential/Recommended Readings/Texts:**

1. Radhakrishnan, S., (1953), *Indian Philosophy*, Vol. 1, London: George Allen & Unwin.
2. Misra, G., Gergen, K. J., (1993), *On the Place of Culture in Psychological Science*, International Journal of Psychology, 28(2), 225–243.
3. Satyananda Saraswati, S., (1996), *Four Chapters on Freedom*, Munger: Yoga Publications Trust.
4. Aurobindo, S., (2005), *The Synthesis of Yoga*, Pondicherry: Sri Aurobindo Ashram Press.
5. Yoga-sūtra of Patañjali, (2008), *With Vyāsa-bhāṣya*, Trans. G. Jha, Delhi: Motilal Banarsidass.
6. Caraka Saṃhitā, (2011), *With Cakrapāṇidatta's Āyurveda-dīpikā Commentary*, Ed. Y. T. Ācārya, Varanasi: Chaukhambha Surbharati Prakashan.
7. Seligman, M. E. P., (2011), *Flourish: A Visionary New Understanding of Happiness and Well-Being*, New York: Free Press.
8. Tripathi, R., (2012), *Swasthavṛtta Vijñāna*, Hindi–Sanskrit ed., Delhi: Chaukhambha Sanskrit Pratishthan.

**Difficulty Level 300-399**

**Credits – 4**
**Hours - 60**

# Major 3.8: Indian Linguistic Thought

**Course Objectives:**

1. To introduce students to the evolution of linguistic thought in ancient and classical India.
2. To examine the Vedic and post-Vedic concepts of vāk and śabda.
3. To explore the structure and significance of Pāṇini's Aṣṭādhyāyī.
4. To analyze the treatment of language in Indian philosophical systems, especially in the Nyāya, Mīmāṃsā and Vedānta traditions.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Trace the historical development of linguistic thought in India.
2. Describe the key ideas about language in the Vedic and Vedanga traditions.
3. Analyze and explain Pāṇini's contributions to grammar and linguistic theory.
4. Compare different philosophical perspectives on the nature of language and meaning.
5. Engage critically with classical Indian texts on grammar and semantics.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.8 | Indian Linguistic Thought | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Linguistic Ideas in the Vedas and Early Texts.** **Credit 1**

- Concept of vāk in the Rigveda and Brahmanas.
- Language as sacred and cognitive power.
- Levels of speech (para, pashyanti, madhyama, vaikhari)
- Language, ritual and cosmology.
- Language and cognition in the Upanishads.

**Unit II Language in the Vedangas – Shiksha, Vyakarana, Nirukta.** **Credit 1**

- Shiksha: Sound and articulation (phonetics)
- Nirukta: Yāska and etymology as semantic interpretation.
- Vyakarana: Structure and function of grammar in the Vedanga tradition.
- Formation of linguistic rules and classification of words.

**Unit III Paninian System and Its Legacy.** **Credit 1**

- Panini's Ashtadhyayi: Structure, meta-rules, technical apparatus (pratyahara, anubandha)
- Role of Dhatu-patha and Ganapatha.
- The Mahabhashya of Patanjali.
- Formalism and generative approach in the Paninian system.
- Impact on modern linguistic theory.

**Unit IV Philosophical Schools and Theories of Language.** **Credit 1**

- Nyaya: Theory of inference and verbal testimony (śabda pramāṇa)
- Mimamsa: Importance of śabda in Vedic interpretation.
- Vedanta: Meaning and non-dualism (advaita)
- Bhartrihari: Sphota theory and the unity of sentence meaning.
- Language as knowledge and metaphysical principle.

**Essential/Recommended Readings/Texts:**

1. Coward, H. G., & Raja, K. K. (1990), *The Philosophy of the Grammarians*, Princeton University Press.
2. Matilal, B. K. (1990), *The Word and the World: India's Contribution to the Study of Language*, Oxford University Press.
3. Deshpande, M. (1993), *Sanskrit and Prakrit: Sociolinguistic Issues*, Motilal Banarsidass.
4. Houben, J. E. M. (1995), *The Sanskrit Tradition and the History of Linguistics*.
5. Cardona, G. (1997), *Panini: A Survey of Research*, Motilal Banarsidass.
6. Bronkhorst, J. (2001), *Panini and the Vedic Tradition*.

**Difficulty Level 300-399**

**Credits – 4**
**Hours - 60**

# (Psychology Majors)

## Major 3.9: Quantitative Methods

**Course Objectives:**

1. To understand the nature of quantitative research and measurement.
2. To develop skills on quantitative techniques such as measures of central tendency, variability, and correlation.
3. To know the use of normal probability curve as a model in scientific theory
4. To understand the concepts related to hypothesis testing and developing related computational skills.

**Learning Outcomes:**

After completing the course, the students will be able to

1. Compute and analyse central tendency, variability, and correlation.
2. Apply concepts related to hypothesis testing and developing related computational skills.
3. Use inferential statistics (parametric as well as non-parametric) for interpretation of data.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.9 | Quantitative Methods | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Approaches to Psychological Research: An Introduction. Credit 1**

- Doing Psychological Research: Meaning and purpose.
- Positivism and Empiricism.
- Research review and questions.
- Concept to Construct, Measurement and Scale.

**Unit II Quantitative Data and Descriptive Statistics. Credit 1**

- Levels of measurement. Measures of central tendency: Characteristics and computation of mean, median and mode.
- Measures of variability or dispersion: Characteristics and computation of range, semi-interquartile range, standard deviation, variance.
- Hypothesis, Null and Directional, The idea of Falsification.
- Research design – correlational, experimental, quasi- experimental and ex-post facto.

**Unit III Sampling and Analysis Considerations. Credit 1**

- Why use sampling: Probability and representativeness.
- Sampling frames - simple random, stratified & cluster.
- Non-probability sampling: accidental, quota, snowball, purposive.
- Nature, and application of Normal Probability Curve.
- Deviation from NPC: Correlation: Calculation of Pearson's coefficient, Correlation, and its significance; factors affecting correlation.

**Unit IV Parametric and Non-Parametric Methods. Credit 1**

- Data collection: Instruments and Tools- survey and experimental method, Interview and naturalistic observation.
- Ethical considerations during research.
- Logic of testing Hypothesis – Confidence interval, test of significance, Z and Student's t test.
- Dependent & independent variable.
- Type I and II error.
- Nature and assumptions of non-parametric data; Chi-square: Assumptions and computation of Chi-square.
- Reporting results –Descriptive, Inferential. Use of graphs and visualizations.

**Essential/Recommended Readings/Texts:**

1. Kerlinger, F. N. (1983). *Foundations of behavioural research.* New Delhi: Surjeet Publications.
2. Broota, K. D. (1989). *Experimental design in behavioural research*. New Age International.
3. Minium, E. W., King, B. M., & Bear, G. (1993). *Statistical reasoning in psychology and education.* New York: John Wiley.
4. Aron, A., Aron, E.N. & Coups, E.J. (2007). Statistics for psychology. (4th Ed.) India: Pearson Education.

**Difficulty Level 300-399**

**Credits – 4**
**Hours - 60**

## Major 3.10: Positive Psychology

**Course Objectives:**

1. Understand the meaning, definition, and core assumptions of positive psychology.
2. Analyze the impact of gender, love, marriage, and close relationships on happiness.
3. Understand the connection between personality traits, emotions, and biological influence and explore the role of positive beliefs and illusions in psychological health.
4. Learn techniques to cultivate positive emotions and develop a deeper understanding of positive beliefs and illusions.
5. Analyze the role of religion, spirituality, and transcendence in shaping human well-being.

**Learning Outcomes:**

1. Appreciating and understanding the meaning and conceptual approaches to happiness and well-being.
2. Being able to locate the diversity in the experiences of happiness with individual's life span and across different domains.
3. Learning the various pathways through which positive emotions and positive traits contribute to happiness and well-being.
4. Being able to identify the key virtues and character strengths which facilitate happiness and well-being.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.10 | Positive Psychology | 04 | 0 | 0 | 04 |

**Details of the Course:**

**Unit I Introduction.** **Credit 1**

- Positive psychology: Meaning, definition, assumptions and goals.
- Relationship with other fields, historical development and culturally embedded understanding of the field.
- Indian perspectives and positive psychology.

**Unit II Happiness and well-being.** **Credit 1**

- Happiness and well-being: Hedonic and eudaimonic traditions, Concept and definitions.
- Happiness and the facets of life: Gender, love, marriage, close relationships and others.
- Happiness across the life span: Happiness and well-being across culture and nationalities.

**Unit III Emotions, personality traits and well-being.** **Credit 1**

- Positive emotions and well-being.
- Cultivating positive emotions.
- Positive traits: Personality, emotions, and biology.
- Positive beliefs and illusions.
- Mindfulness [Jon Kabat-Zinn's perspective and Vipassana meditation]

**Unit IV Virtues, character strengths, and well-being. Credit 1**

- Classification of human virtues.
- Wisdom as a foundational strength and virtue.
- Character strengths and health, Religion, spirituality and transcendence.
- Religion and virtues: Buddhism, Confucianism, Islam, and Hinduism.

**Essential/Recommended Readings/Texts:**


1. Snyder, C. R., Lopez, S. J., (2002), *Handbook of Positive Psychology*, New York: Oxford University Press.
2. Baumgardner, S. R., Crothers, M. K., (2009), *Positive Psychology*, New Delhi: Pearson.
3. Husain, A., Saeeduzzafar, (2011), *Islamic Virtues and Human Development*, New Delhi: Global Vision Publishing House.
4. David, S. A., Boniwell, I., Ayers, A. C., (2013), *The Oxford Handbook of Happiness*, Oxford: Oxford University Press.
5. Cassaniti, J. L., (2014), *Buddhism and Positive Psychology*, in Kim-Prieto, C. (ed.), *Religion and Spirituality Across Cultures*, Dordrecht: Springer.
6. Joseph, S., (ed.), (2015), *Positive Psychology in Practice: Promoting Human Flourishing in Work, Health, Education, and Everyday Life*, Hoboken, NJ: John Wiley & Sons.
7. Kumar, Kiran, (2015), *Indian Perspectives and Positive Psychology*, in Kumar, U., Archana, Prakash, V. (eds.), *Positive Psychology: Applications in Work, Health and Well-Being*, New Delhi: Pearson India.
8. Kumar, U., Archana, Prakash, V., (2015), *Positive Psychology: Applications in Work, Health and Well-Being*, Delhi & Chennai: Pearson.
9. Salagame, K. K. K., (2015), *Indian Perspectives and Positive Psychology*, in *Positive Psychology: Applications in Work, Health and Well-Being*, New Delhi: Pearson India.
10. Ghosh, A., Deb, A., (2016), *Positive Psychology Progress in India: Accomplishments and Pathways Ahead*, Psychological Studies, New Delhi: Springer.
11. Pradhan, M., (2019), *Positive Psychology in Context with Indian Heritage*, Indian Journal of Psychology.

# FOURTH YEAR: MAJOR PAPERS

**Difficulty Level 400-499**

**Credits – 4**
**Hours - 60**

## Semester - 7
## (Sanskrit Majors)
## Major 4.1: Textual Studies in Māṇḍūkya Upaniṣad

**Course Objectives:**

1. Explain Māṇḍūkya's textual method and core themes.
2. Analyze the four states of consciousness and Om as hermeneutic symbols.
3. Compare Advaita, Viśiṣṭādvaita, Dvaita, and Datta Swami's perspective on Ātman–Brahman.
4. Apply Indian hermeneutics to textual interpretation, contemplative practice, and academic writing.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Demonstrate interpretive competence using Tantrayukti-style structuring and Upaniṣadic hermeneutics.
2. Differentiate psychological states from turīya understood as substratum.
3. Articulate Shri Datta Swami's positions on Parabrahman, created awareness, and Mediated God Datta.
4. Produce a short analytical essay and a reflective journal linking textual insights to self-inquiry.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.1 | Textual Studies in Māṇḍūkya Upaniṣad | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Prologue: Text, Method, and Mind.** **Credit 1**

- Māṇḍūkya Upaniṣad's place among the Upaniṣads: brevity; link to Gauḍapāda Kārikā; centrality in Advaita but open to multiple Vedāntic readings
- Textual method: lakṣaṇā; adhyāropa–apavāda; states as pedagogical device for self-inquiry
- Psychological mapping: waking (cognition), dream (imagination), deep sleep (non-REM indicative), turīya (background awareness)

**Unit II Four States: Structure of Self.** **Credit 1**

- Ātman with four 'quarters' (pāda): jāgrat, svapna, suṣupti, turīya as tools for self-analysis.
- Waking/dream as composite awareness.
- Deep sleep as undifferentiated but conscious in classical discourse.
- Turīya as transcendent substratum: not merely a fourth psychological state.
- Shri Datta Swami's view - turīya points to Parabrahman beyond all instruments (mind, intellect).

**Unit III Symbolic Hermeneutic Om.** **Credit 1**

- A–U–M mapping: A (jāgrat), U (svapna), M (suṣupti) across the spectrum of created awareness.
- Amātra and the Unimaginable Absolute: silence transcending symbol or cognition, pointing to turīya/Parabrahman.

**Unit IV Identity, Mediation and Distinction. Credit 1**

- Careful interpretation of 'Ayaṃ Ātmā Brahma': unity of reference rather than simplistic identity; Shri Datta Swami – pure Ātman refers Brahman; created awareness is not Parabrahman.
- Mediated God (Datta) as resolution: God knowable through a divine medium – preserves transcendence and intimacy.
- Comparative Vedānta: Advaita, Viśiṣṭādvaita, Dvaita contrasted with the Datta model.

**Unit V Negation, Transcendence and Application. Credit 1**

- Negation of phenomenal absolutism: neti-neti negates waking/dream/sleep as ultimate; rope–snake metaphor clarifies appearance vs substratum.
- Practical upāsanā: progressive contemplation on Om—from state-identification to transcendent ground; ethical clarity, devotion, epistemic humility.

**Essential/Recommended Readings/Texts:**


1. Radhakrishnan, S., (1953), *The Principal Upanishads*, London: George Allen & Unwin.
2. Gambhirananda, Swami, (1966), *Māṇḍūkya Upanishad with Gauḍapāda Kārikā and Śaṅkara's Commentary*, Kolkata: Advaita Ashrama.
3. Deutsch, E., (1969), *Advaita Vedanta: A Philosophical Reconstruction*, Honolulu: University of Hawaii Press.
4. Matilal, B. K., (1985), *The Character of Logic in India*, Oxford: Oxford University Press.
5. Bhawuk, D. P. S., (2011), *Spirituality and Indian Psychology*, New York: Springer.
6. Thompson, E., (2015), *Waking, Dreaming, Being: Self and Consciousness in Neuroscience, Meditation, and Philosophy*, New York: Columbia University Press.
7. Rao, K. R., (2016), *Foundations of Indian Psychology*, New York: Springer.
8. Datta Swami, Shri, (2017, February 11), *Questions Related to the Māṇḍūkya Upaniṣad (Part 1)*, Universal Spirituality. https://www.universal-spirituality.org/discourses/questions-related-to-the-māṇḍūkya-upanishad---part-1--731--1413--ENG
9. Datta Swami, Shri, (2017, February 11), *Questions Related to the Māṇḍūkya Upaniṣad (Part 2)*, Universal Spirituality. https://www.universal-spirituality.org/discourses/questions-related-to-the-māṇḍūkya-upanishad---part-2--801--1500--ENG

**Difficulty Level 400 - 499**

**Credits – 4**
**Hours - 60**

## Major 4.2: Vedāṅga Jyotiṣa and Scientific Wisdom

**Course Objectives:**

1. To teach the students the fundamentals of ancient astronomy.
2. To introduce the calculation of time according to traditional methods.
3. To explain the Vedic calendar system and its significance.
4. To provide an overview of the history and development of Indian astrology.
5. To familiarize students with the various branches of Indian astrology.
6. To offer a brief introduction to the contributions of ancient ācāryas in this field.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Be able to understand the ancient Indian methods of astronomical calculation.
2. Be able to comprehend the development and structure of the traditional calendar system.
3. Gain insight into the importance and relevance of astrology in daily life.
4. Understand the underlying concepts and significance of the Pañcāṅga (Hindu almanac).

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 4.2 | Vedāṅga Jyotiṣa and Scientific Wisdom | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Astronomical Calculations. Credit 1**

- Purpose and Benefits of Astronomical Calculations, Importance of Mathematics, and the Rule of Three (Lagadha's Jyotisha (Yājusha Jyotisha) – Padya Saṅkhyā: 1, 2, 3, 4, 42–43 = 6 padyas.)
- Vedic Mathematics, Five Sutras by Swami Shri Bharati Krishna Tirtha Maharaj
- Pāribhāṣika śabdāvalī -
    - Mathematics.
        - Types of Mathematics.
        - Abstract Mathematics.
        - (Bījagaṇita) – Algebra.
        - (Kalan) – Calculus.
        - (Saṅkhyā Siddhānta) – Number Theory.
    - Applied Mathematics:
        - (Gativijñāna) – Kinematics / Dynamics.
        - (Sthitivijñāna) – Statics.
        - (Khagol Vijñāna) – Astronomy / Celestial Mechanics.
    - Mathematical Terms:
        - Number (Saṅkhyā)
        - Digit (Aṅka)

- Zero (Śūnya)
- Infinity (Ananta)
- Decimal (Daśamalava)
- Square (Varga)
- Square Root (Vargamūla)
- Cube (Ghana)
- Cube Root (Ghanamūla)
- Hypotenuse (Śara / Karṇa)
- Arc (Chāpa)
- Sine (Trigonometric) (Jya)
- Cosine (Koṭijyā)
- Tangent (Sparśajyā)
- Volume (Āyatana)
- Root (Mūla)
- Surd (Irrational Root) (Karaṇī)
- Equation (Samīkaraṇa)
- Line or Rope (used for measuring; also refers to straight line) - (Rajju)
- Angle (Koṇa)

**Unit II Introduction to the Pañcāṅga. Credit 1**

- General Introduction to the Pañcāṅga (Hindu Calendar Elements):
  - Tithi – Lunar Day.
  - Vāra – Weekday.
  - Nakṣatra – Lunar Constellation.
  - Yoga – A specific combination of Sun and Moon's positions.
  - Karaṇa – Half of a Tithi (used in determining auspicious times)
- Āryabhaṭṭīyam – Āryabhaṭa's Golapāda (Verses 1–22)
  - From verse: "Meṣādeḥ katyāntam ...to svadhiyā ca kālasamam" (मेषादेः कत्यान्तम् … तः स्वधिया च कालसमम्) up to 11th verse.
  - Description of the Earth and Celestial Sphere (Bhoogola)
  - Description of Astronomy (Khagola)

**Unit III History of Indian Mathematics and Astronomy. Credit 1**

- A Brief History of Indian Mathematics and Astronomy.
- Vedāṅga Jyotiṣa One of the earliest Indian texts on astronomy, part of the Vedāṅgas.
- Śulba Sūtras – Ancient texts dealing with geometry, especially for altar construction.
- Pañcasiddhāntikā –"The Five Astronomical Canons", a work by Varāhamihira summarizing five earlier astronomical systems.
- Sūrya Siddhānta – A foundational Sanskrit text on Indian astronomy.
- Brahmagupta – 7th-century mathematician and astronomer known for his work on zero and arithmetic operations.
- Śrīdharācārya – Mathematician known for contributions to algebra, including methods for solving quadratic equations.
- Āryabhaṭa II – A later astronomer and mathematician, not to be confused with the earlier Āryabhaṭa.

- Śrīpati – Mathematician and astrologer active in the 11th century.
- Bhāskarācārya (Bhāskara II) – 12th-century mathematician known for his works Līlāvatī and Bījagaṇita*
- Gaṇeśa Daivajña – Medieval astronomer and commentator on earlier works.
- Kamalākara – 17th-century astronomer known for his astronomical treatises.
- Jai Singh (Sawai Jai Singh II) – 18th-century king and astronomer, known for constructing observatories (Jantar Mantar) in India.

**Unit IV Introduction to Yajñas, Yantras and Ancient Observatories. Credit 1**

- Major Ancient Yajñas (Sacrificial Rituals) and Observatories for Astronomical Calculations.
- Nāḍīvalaya Yantra – Equinoctial Dial.
- Yāmyottarīya Turīya Yantra – Instrument for measuring meridional altitude (North-South quadrant instrument)
- Samrāṭ Yantra (Samrāṭ-Palabha Yantra) – The "King of Instruments"; a large sundial used for accurate time measurement.
- Śaṅku Yantra – Gnomon or shadow instrument for altitude measurement.
- Tārāmaṇḍala – Celestial Sphere or Planetarium.
- Chakra Yantra – Circular instrument for astronomical observations.
- Yāmyottara Dharātalīya Turīya Yantra – Meridian ground quadrant instrument.
- Krāntivṛtta Yantra – Ecliptic ring instrument used to measure celestial latitude and longitude.
- Tulā-Karka-Makara Rāśi Valaya Yantra – Zodiacal ring instrument for Libra, Cancer, and Capricorn signs.
- Ṣaṣṭhāṁśa Yantra – Sextant-type instrument (divides the sky into sixths for measurement)
- Jaipur Observatory (Jantar Mantar) – Constructed by Maharaja Jai Singh II.
- Kashi Observatory (in Varanasi) – Traditional center for astronomical studies.
- Jantar Mantar (Delhi) – Another major observatory built by Jai Singh II for precise astronomical observations.

**Essential/Recommended Readings/Texts:**

1. Tirthaji, Jagadguru Swami Sri Bharati Krsna, (1965), *Vedic Mathematics: Sixteen Simple Mathematical Formulae from the Vedas*, Delhi: Motilal Banarsidass.
2. Aryabhata, (1976), *Aryabhatiya of Aryabhata, with the Commentary of Bhaskara I and Somesvara*, New Delhi: Indian National Science Academy.
3. मैथिल पण्डित श्री कपिलेश्वर शास्त्री, (1987), *सूर्यसिद्धान्त*, वाराणसी : चौखम्बा संस्कृत संस्थान।
4. लगधाचार्य सोमाकर, (2008), *लघज्योतिष (याजुष् व आर्य संस्करण)*, सम्पा. डॉ. पुनीता शर्मा, दिल्ली : नाग पब्लिशर्स।

**Additional Readings:**

1. गोरखप्रसाद, (1974), *भारतीय ज्योतिष का इतिहास*, लखनऊ : उत्तर प्रदेश हिन्दी संस्थान (हिन्दी समिति ग्रन्थमाला-1)
2. दीक्षित, शंकर बालकृष्ण, (1990), *भारतीय ज्योतिष* (मूलतः मराठी में, हिन्दी अनुवाद-शिवनाथ झारखण्डी), लखनऊ : उत्तर प्रदेश हिन्दी संस्थान (हिन्दी समिति ग्रन्थमाला-9)

3. शर्मा, कल्याणदत्त, (1994), *वेधशाला परिचय पुस्तिका*, दिल्ली : लालबहादुर शास्त्री राष्ट्रीय संस्कृत विद्यापीठ।
4. द्विवेदी, भोजराज, (2002), *आचार्य वराहमिहिर का ज्योतिष में योगदान*, दिल्ली : रञ्जन पब्लिकेशन।

**Difficulty Level 400 - 499**

**Credits – 4**
**Hours - 60**

## (Psychology Majors)

### Major 4.3: Qualitative Methods (To be made)

**Course Objectives:**

1. To introduce students to the philosophical foundations and practical approaches of qualitative research.
2. To develop skills in exploring lived experience (anubhava), meaning-making, and context-sensitive understanding of human behavior.
3. To familiarize students with qualitative research designs, data collection, and analysis techniques.
4. To cultivate ethical sensitivity and reflexivity in the study of persons, texts, and cultures.

**Learning outcomes:**

After the completion of the course, the students will:

1. Explain the epistemological assumptions underlying qualitative research approaches.
2. Design simple qualitative studies using appropriate methods such as interviews, observation, and textual analysis.
3. Analyze qualitative data thematically and interpretively with methodological rigor.
4. Reflect critically on ethics, subjectivity, and researcher positionality in qualitative inquiry.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.3 | Qualitative Research | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Qualitative Inquiry.** **Credit 1**

- Nature and scope of qualitative research.
- Qualitative vs. quantitative paradigms: assumptions about reality, knowledge, and method.
- Key concepts: *Anubhava* (lived experience), meaning, context, interpretation.
- Introduction to interpretivism, phenomenology, hermeneutics, and constructivism.
- Relevance of qualitative methods for psychology, cultural studies, and Sanskrit-based inquiry.

**Unit II Qualitative Research Designs and Data Collection.** **Credit 1**

- Qualitative research designs: case study, ethnography, phenomenology, narrative inquiry.
- Methods of data collection:
  - In-depth interviews.
  - Focus group discussions.
  - Participant and non-participant observation.
  - Textual and discourse-based data (texts, narratives, practices)
  - Field notes, reflexive journals, and documentation.
  - Ethical considerations in qualitative research: consent, confidentiality, and care.

**Unit III Qualitative Data Analysis and Interpretation. Credit 1**

- Preparing qualitative data: transcription, translation, and organization.
- Introduction to coding and categorization.
- Thematic analysis: identifying patterns, meanings, and relationships.
- Narrative and interpretive analysis.
- Validity, trustworthiness, and credibility in qualitative research.
- Role of reflexivity and researcher subjectivity.

**Unit IV Applied Qualitative Research and Indian Contexts. Credit 1**

- Qualitative research in Indian psychology and cultural contexts.
- Studying values, emotions (*bhāva*), wellbeing, and ethical life through qualitative lenses.
- Qualitative approaches to texts, practices, and lived traditions.
- Integration of qualitative methods with interdisciplinary research.
- Designing a small-scale qualitative research proposal.

**Essential/Recommended Readings/Texts:**

1. Mohanty, J. N., (1992), *Reason and tradition in Indian thought*, Oxford University Press.
2. Misra, G., & Gergen, K. J., (1993), *On the place of culture in psychological science*, International Journal of Psychology, 28(2), 225–243.
3. Braun, V., & Clarke, V., (2006), Using thematic analysis in psychology, *Qualitative Research in Psychology*, 3(2), 77–101.
4. Creswell, J. W., (2013), *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.), Sage.
5. Willig, C., (2013), *Introducing qualitative research in psychology* (3rd ed.), Open University Press.
6. Denzin, N. K., & Lincoln, Y. S., (2018), *The Sage handbook of qualitative research* (5th ed.), Sage.

**Difficulty Level 400 - 499**

**Credits – 4**
**Hours - 60**

## Major 4.4: Contemplative Traditions and Practices of India

**Course Objectives:**

1. To provide a comprehensive understanding of the major contemplative traditions of India, including their philosophical foundations, key texts, and core practices.
2. To enable engagement with central concepts and terminologies of Indian contemplative thought through both Sanskritic exegetical methods and contemporary psychological perspectives.
3. To cultivate experiential familiarity with selected contemplative practices and an understanding of their cognitive, emotional, and ethical dimensions.
4. To highlight the integrative relationship between theory and practice within Indian contemplative traditions.
5. To foster an interdisciplinary orientation that bridges textual study, conceptual analysis, and first-person experiential inquiry.

**Learning Outcomes:**

After completion of the course the students will be able to -

1. Explain key contemplative concepts, practices, and frameworks across major Indian traditions with clarity and textual sensitivity.
2. Apply interdisciplinary approaches to interpret contemplative traditions, drawing from both Sanskrit studies and psychology.
3. Demonstrate reflective and methodical engagement with personal contemplative experiences using first-person methodologies.
4. Compare Indian contemplative models of mind and self with major paradigms in modern psychology.
5. Communicate informed, coherent perspectives—both oral and written—on contemplative practice as a means of inner transformation and human flourishing.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.4 | Contemplative Traditions and Practices of India | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Conceptual Foundations of Contemplation in Indian Thought. Credit 1**

- Meanings and scope of contemplation through key Sanskrit concepts such as dhyāna, tapas, bhāvanā, smṛti, upāsanā, and nididhyāsana.
- Contemplation as sādhana aimed at knowledge, transformation, and freedom.
- Indian models of mind and consciousness (manas, buddhi, ahaṅkāra, citta)
- Epistemological status of inner experience as pramāṇa.
- The role of śraddhā, viveka, and vairagya.
- Guru–śiṣya transmission and first-person inquiry as a method.

**Unit II Vedic and Upaniṣadic Roots of Contemplative Inquiry. Credit 1**

- Vedic notions of ṛta, tapas, and inwardized sacrifice (antar-yajña).
- Movement from ritual action to reflective awareness.
- Upaniṣadic explorations of Ātman, Brahman, and self-knowledge.
- Contemplative practices of upāsanā and nididhyāsana.
- Symbolic contemplations involving breath, sound, light, and silence.
- Psychological implications of non-dual insight and inner freedom.

**Unit III Yoga Philosophy and Practice - Classical Foundations and Living Traditions. Credit 1**

- Sāṃkhya–Yoga worldview and its psychology of suffering and liberation.
- Pātañjala Yoga's understanding of citta, vṛtti, abhyāsa, and vairagya.
- The aṣṭāṅga yoga as an integrated contemplative path.
- Dhyāna and samādhi as experiential states.
- Ethical discipline, self-regulation, and attention training; continuity of yogic ideas in modern yoga and contemporary contemplative practices.

**Unit IV Buddhist and Jaina Approaches to Mind and Awareness. Credit 0.5**

- Buddhist analysis of experience through impermanence, suffering, and non-self.
- Mindfulness and insight practices (*śamatha* and *vipaśyanā*); cultivation of compassion, equanimity, and wisdom.
- Jaina practices of *dhyāna* and *anuprekṣā* emphasizing restraint and awareness.
- Comparative psychological insights into desire, attention, and liberation.
- Relevance to modern mental health and wellbeing.

**Unit V Embodied and Aesthetic Modes of Contemplation in Indian Traditi. Credit 0.5**

- Contemplation through body, movement, and rhythm; martial and performative traditions such as Kalaripayattu and Theyyam.
- Folk dances, ritual movement, and embodied discipline.
- Music, chant, and sound as contemplative technologies.
- Cultivation of presence through posture, coordination, and sensory awareness.
- The body as a site of memory, meaning, and transformation.

**Essential/Recommended Readings/Texts:**

1. Huxley, A., (1945), *The Perennial Philosophy*, Barnes & Noble.
2. Radhakrishnan, S., (1951), *Indian Philosophy* (Vols. 1–2), George Allen & Unwin.
3. Chinmayananda, S., (2002), *Meditation and Life*, Central Chinmaya Mission Trust.
4. Norbu, C. N., (2002), *An Introduction to the Practice of Contemplation*, (A. Costantino, Ed.), Shang Shung Edizioni.
5. Aurobindo, S., (2005), *The Synthesis of Yoga*, Sri Aurobindo Ashram Press.
6. Peperzak, A. T., (2006), *Thinking: From Solitude to Dialogue and Contemplation*, Fordham University Press.
7. Vivekananda, S., (2006), *Rāja Yoga*, Advaita Ashrama.
8. Watts, A., (2006), *Eastern Wisdom, Modern Life: Collected Talks: 1960–1969*.
9. Bharata, P., (Ed.), (2007), *The Contemplative Life – In Different Religious Traditions*, Advaita Ashrama.

10. Dayananda Saraswati, S., (2007), *Meditation: An Inquiry into the Self*, Arsha Vidya Gurukulam.
11. Feuerstein, G., (2008), *The Yoga Tradition: Its History, Literature, Philosophy and Practice*, Motilal Banarsidass.
12. Kelly, B. D., (2012), *Contemplative Traditions and Meditation*, (L. J. Miller, Ed.), Oxford Handbooks.
13. Barbezat, D. P., & Bush, M., (2013), *Contemplative Practices in Higher Education*, John Wiley & Sons.
14. Krishnamurti, J., (1999), *The Light in Oneself*, Shambhala.
15. Ramana Maharshi, (2004), *Talks with Sri Ramana Maharshi*, Sri Ramanasramam.
16. Walker, M. D., (2018), *Aristotle on the Uses of Contemplation*, Cambridge University Press.

**Suggestive Practicum:**

*(Faculty to facilitate a minimum of two practicum experiments either from the delineated list below or through equivalent alternative activities. Each practicum group shall consist of 10–12 students.)*

- **Guided Contemplative Practice Sessions:**
  Faculty-guided regular sessions involving selected contemplative practices such as meditation, *svādhyāya*, mantra chanting, basic *āsanas*, *prāṇāyāma*, periods of *mauna*, simple ritual engagements (such as *homa* observation or participation where feasible), and reflections on *sāttvika* lifestyle practices, with emphasis on observation, discipline, and continuity.
- **Field Visits to Living Contemplative Contexts:**
  Organized visits to *gurukulas*, āśramas, monasteries, temples, or other spaces where contemplative traditions are actively lived through religious, philosophical, artistic, or cultural forms; students to document observations and prepare a small-group project reflecting on practices, pedagogy, and lived experience.
- **Textual Exposure and Reflective Engagement:**
  Guided reading or exposure to selected contemplative texts from different traditions; preparation of concise summaries highlighting key ideas and practices; student presentations followed by faculty-facilitated discussion linking textual insights with experiential understanding.
- **Student-Led Workshops and Seminars:**
  Planning and conduct of short workshops or seminars by students on selected themes within the contemplative knowledge landscape; activities may include demonstrations of practices, thematic discussions, or integrative reflections; emphasis on clarity of communication, peer learning, and reflective engagement.

**Difficulty Level 400 - 499**

**Credits – 4**
**Hours - 60**

## Major 4.5: Health Psychology

**Course Objectives:**

1. To understand the concept of health and the role of psychology in health
2. To understand the dynamics between stress, coping and health.
3. To deliberate upon determinants and theories of healthy behaviour.
4. To discuss the contribution of Yoga for the promotion of health.

**Learning Outcomes:**

After completion of the course the students will:

1. Demonstrate knowledge about health psychology.
2. Gain insight about issues related to stress, stress management and coping.
3. Identify and apply the factors about the promotion of healthy behaviour
4. Appreciate and apply the health benefits of Yoga.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.5 | Health Psychology | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Health Psychology.** **Credit 1**

- Emergence and development of the field.
- Concept of 'health' and Cross-cultural definitions of health (including Indian).
- Biomedical and Biopsychosocial models, Cultural approaches to medicines (especially with respect to Traditional Indian medicine: Ayurveda)

**Unit II Stress and Coping.** **Credit 1**

- Theories of Stress (Cannon's fight-or-flight theory, Taylor et al.'s Tend-and- Befriend Theory, Selye's General Adaptation Syndrome, Lazarus' Cognitive Appraisal Model)
- Physiology of stress, Types of psychological stressors, Coping with stress and stress management (including biofeedback)

**Unit III Promoting Healthy Behaviours.** **Credit 1**

- Determinants of health behaviours.
- Theories of health behaviours:
  - Health Belief Model.
  - Theory of Planned Behavior
  - Self-Determination Theory.
  - Cognitive-Behavioral Approaches.
  - Transtheoretical Model of Behavior Change, and other Current Trends.
- Using the media for health promotion.

**Unit IV Health promotion through Yoga.** **Credit 1**

- Yoga intervention for lifestyle disorders.
- Research evidence on the impact of yoga intervention on lifestyle disorders.

**Essential/Recommended Readings/Texts:**


1. Desikachar, T. K. V., (2003), *Reflections on Yoga Sutras of Patanjali*, Krishnamacharya Yoga Mandiaram.
2. Taylor, S. E., (2009), *Health Psychology* (9th Ed.), New Delhi: Tata McGraw-Hill.
3. Morrison, V., & Bennett, P., (2009), *Introduction to Health Psychology* (2nd Ed.), Pearson Education Limited, New York.
4. Agarwala, S., Das, I., Kumar, K., & Kumar, S., (2009), *Health Psychology*, New Delhi: Allied Publishers.
5. Babu, R. K., (2011), *Asana Sutras*, Viziyanagaram, India, Home of Yoga Publications.
6. Ogden, J., (2012), *Health Psychology*, New York: McGraw-Hill.
7. Dalal, A. K., & Misra, G., (Eds.), (2012), *New Directions in Health Psychology*, New Delhi: Sage Publications.
8. Gurung, R. A. R., (2014), *Health Psychology: A Cultural Approach*, USA, Wadsworth, Cengage Learning.

**Difficulty Level 400 - 499**

**Credits – 4**
**Hours - 60**

# Semester - 8
# (Sanskrit Majors)
## Major 4.6: Selections from Bhagavad Gītā (16th Chapter)

**Course Objectives:**

1. To introduce students to Chapter 16 of the Bhagavadgītā as a foundational text on ethical character and psychological dispositions.
2. To examine the concepts of daivī and āsurī sampad as frameworks for understanding human behavior, motivation, and moral development.
3. To develop skills in close reading, interpretation, and conceptual analysis of Sanskrit verses with psychological insight.
4. To encourage reflection on ethical conduct, self-regulation, and personal growth in everyday life.

**Learning Outcomes:**

After completion of the course the students will:

1. Explain the key ideas of Chapter 16 of the Bhagavadgītā using accurate Sanskrit terminology and transliteration.
2. Analyze daivī and āsurī sampad as psychological and ethical categories relevant to personality and behavior.
3. Interpret selected verses of Chapter 16 in relation to contemporary concerns of moral psychology and wellbeing.
4. Critically reflect on the relevance of the Bhagavadgītā's ethical psychology for individual and social life.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.6 | Selections from Bhagavad Gītā (16th Chapter) | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Context and Overview of Chapter 16.** **Credit 1**

- Position of Chapter 16 (Daivāsura-Sampad-Vibhāga-Yoga) within the Bhagavadgītā.
- Concept of sampad (dispositions/wealth of character).
- Overview of daivī sampad (divine qualities) and āsurī sampad (demonic qualities).
- Ethical psychology in the Bhagavadgītā: action (karma), intention (bhāva), and disposition (svabhāva).
- Relevance of character typologies to psychology and moral education.

**Unit II Daivī Sampad: Virtues and Psychological Flourishing.** **Credit 1**

- Close reading of verses describing daivī sampad (e.g., abhaya, sattva-saṃśuddhi, jñāna-yoga-vyavasthiti, ahiṃsā, satya).
- Psychological interpretation of virtues such as fearlessness, self-discipline, compassion, and clarity of mind.

- Connections between daivī sampad and emotional regulation, prosocial behavior, and wellbeing.
- Comparisons with modern virtue ethics and positive psychology.

**Unit III Āsurī Sampad: Destructive Dispositions and Psychological Distress. Credit 1**

- Study of verses describing āsurī sampad (e.g., dambha, darpa, krodha, ajñāna).
- Psychological analysis of arrogance, aggression, impulsivity, and delusion.
- The Gītā's account of desire (kāma), anger (krodha), and greed (lobha) as sources of suffering.
- Discussion of maladaptive behavior, moral confusion, and loss of self-regulation.

**Unit IV Ethical Choice, Self-Transformation, and Contemporary Relevance. Credit 1**

- Freedom, responsibility, and ethical choice in the Bhagavadgītā.
- Role of self-knowledge, discipline, and reflection in cultivating daivī sampad.
- Dialogue between Bhagavadgītā's moral psychology and contemporary ethical and clinical concerns.
- Application of Chapter 16 insights to personal development, leadership, and social harmony.

**Essential/Recommended Readings/Texts:**

1. Radhakrishnan, S., (1951), *The Bhagavadgītā*, George Allen & Unwin.
2. Sri Aurobindo, (1997), *Essays on the Gita*, Sri Aurobindo Ashram Press.
3. Swami Chinmayananda, (2002), *The Holy Gita*, Central Chinmaya Mission Trust.
4. Vivekananda, S., (2006), *Lectures on the Bhagavad Gita*, Advaita Ashrama.
5. Bryant, E., (2007), *The Bhagavad Gītā: A New Translation*, North Point Press.
6. Bhagavadgītā, (2011), *With Śaṅkarācārya's Bhāṣya* (Reprint ed.), Advaita Ashrama.
7. Bhagavadgītā, (2015), *With Rāmānuja's Gītā-Bhāṣya* (Reprint ed.), Sri Ramakrishna Math.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Participation in the Group Presentations.
2. Weekly Quiz.
3. A small research project assignment.
4. Discussions on role of subjectivity in consciousness research.
5. Discussion and presentation on triangulating subjective experience and neuroscience research.

**Difficulty Level 400 - 499**

**Credits – 4**
**Hours - 60**

## Major 4.7: Advanced Textual Analysis and Critical Thinking

**Course Objectives:**

1. To analyze complex literary and cultural texts using advanced critical thinking skills.
2. To apply theoretical frameworks such as Marxism, Feminism and Postcolonialism to interpret and critique texts.
3. To evaluate arguments, biases and evidence in texts across multiple genres.
4. To produce analytical writing that demonstrates depth, clarity and interdisciplinary insight.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Identify logical inconsistencies and rhetorical strategies in various texts.
2. Apply literary and cultural theory to critically interpret complex works.
3. Conduct genre-based and intertextual analysis of literary texts and films.
4. Write clear, coherent and critical responses to diverse forms of literature and media.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.7 | Advanced Textual Analysis and Critical Thinking | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Critical Thinking and Textual Analysis.** **Credit 1**

- Introduction to critical thinking: reasoning, argumentation and logical consistency.
- Identifying bias, assumptions and fallacies in written and spoken texts.
- Techniques of analytical reading and argument construction.

**Unit II Theoretical Approaches to Textual Analysis.** **Credit 1**

- Overview of key literary and cultural theories:
  - Marxism (Class, Ideology, Material Conditions)
  - Feminism (Gender, Patriarchy, Voice)
  - Postcolonialism (Colonial Legacy, Representation, Hybridity)
- Application of theory to diverse texts.

**Unit III Genre-Based Analysis of Creative Texts.** **Credit 1**

- Textual conventions in poetry, drama and fiction.
- Genre expectations and subversions.
- Thematic and structural analysis.

**Unit IV Advanced Evaluation of Extended Texts.** **Credit 1**

- Close reading and holistic critique of long-form texts.
- Comparative analysis across media (e.g., novel vs. film)
- Final project: analytical essay or multimedia presentation.

**Essential/Recommended Readings/Texts:**


1. Coppola, F. F. (Director). (1972). *The Godfather* [Film]. Paramount Pictures.
2. Kahneman, D. *Thinking, fast and slow*.
3. Weston, A. *A rulebook for arguments*.
4. Said, E. *Orientalism*.
5. Gilbert, S., & Gubar, S. *The madwoman in the attic*.
6. Roy, A. *The god of small things*.
7. Rushdie, S. *Midnight's children*.
8. Fitzgerald, F. S. *The great Gatsby*.
9. Shakespeare, W. *Hamlet*.
10. Rilke, R. M. *Selected poems*.
11. Austen, J. *Pride and prejudice*.
12. Ibsen, H. *A doll's house*.

**Difficulty Level 400 - 499**

**Credits – 4**
**Hours - 60**

## Major 4.8: Introduction to Smṛiti Literature

**Course Objectives:**

1. To acquaint learners with the salient features of ancient Indian scriptures.
2. To facilitate knowledge regarding the names, nature and importance of the Smriti texts.
3. To introduce students to the foundational values, ethics, laws and societal norms reflected in the Smritis and their relevance to contemporary society.
4. To explore the roots of Indian social, administrative and religious traditions and critically evaluate their ongoing relevance.
5. To provide learners with the opportunity to study and understand ancient Indian institutions through the original texts of the Smritis.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Define Smriti literature and differentiate between Smriti and Dharmshastra.
2. Tell the names of prominent Smritis and introduce them in brief.
3. Describe the meaning and nature of Dharma, Varna and Ashram systems.
4. Write short notes on ancient Indian social systems including education and type of marriages.
5. State the status of woman, their rights and responsibilities in family and society.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.8 | Introduction to Smṛiti Literature | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Brief Introduction of Smriti Literature.** **Credit 1**

- Concept of Smriti Literature.
- Difference between Smriti Literature and Dharmshastra.
- Some Famous Smriti Literature and Author -
  - Manu.
  - Yājñavalkya.
  - Shukracharya.
  - Somdeva.

**Unit II Dharma as fundamental entity of Human life.** **Credit 1**

- Dharma:
  - Meaning of Dharma.
  - Sources of Dharma (Manusmṛti 2.1, 6, 10, 12) (Yājñavalkya 1.7)
  - Ten-fold of Dharma & it's versions (Manusmṛti 6.91-94)
- Varṇa and Āshram System:
  - An organized society.
  - Concept, Composition, Purpose and Relevance of Varṇāśram (Manusmṛti 1.87, 10.4, 1.88, 1.89, 9.326, 1.90, 1.91) (Manusmṛti 10.65, 9.335, 4.245, 2.103, 2.168)

- Āśram System: Bringing balance in human life
  - Āśram Dharma (Mitākśrā Tīkā on Yājñavalkya 1.1)
  - Different Āśramas depicted in Smṛti-Literature.
  - Marriage (Manusmṛti 3.4)
  - Pañca-Mahāyajña.
  - Importance of Gr̥hastha Āshram.
  - Social Responsibility of Gṛhastha.

**Unit III Social Institutions. Credit 1**

- Education:
  - Attaining knowledge: Beginning of education; (Manusmṛti 2) (Yaj. 1.10-115)
  - Gurukul; (Manusmṛti chap 2 and 3) (Yājñavalkya 1.10-115)
  - Rules regarding dressing, eating, rising up, sleeping, behaving etc.
- Marriage:
  - Marriage as social institution for the regulation of the relation between man & woman; forms of marriage; (Manusmṛti 3.27-37) (Yājñavalkya 1.58)
  - Woman has right to select suitable husband for herself; (Manusmṛti 9.90-91) (Yaj. 1.89)
  - Qualifications of bride and bridegroom; (Manusmṛti 3.2-11) (Yājñavalkya 1.35, 52-55) (Narada 12.8-11)
  - Dissolution of marriage; (Manusmṛti 9.72-74) (Yājñavalkya 1.76) (Narada 12.16-19)

**Unit IV Women and their Rights. Credit 1**

- Respect of Women:
  - (Manusmṛti 3.55-58, 62, 9.26) (Yājñavalkya 1.82)
  - Women Safety (Manusmṛti 9.3, 9.5-7) (Yājñavalkya 1.76, 85)
  - Women are not responsible for wicket progeny (Manusmṛti 9.9, 33, 36, 40)
  - No selling of girl child (Manusmṛti 3.51, 53, 54, 9.8,100) (Yājñavalkya 1.64)
- Property rights of women:
  - Right of ownership of property (Manusmṛti 9.192-195, 9.217) (Yājñavalkya 1.76) (Narada 4.14)
  - Protection of her property (Manusmṛti 8.28-29, 8.350)
  - Right of Inheritance (Manusmṛti 9.118, 130, 131) (Narada 4.13) (Yājñavalkya 2.115)
  - Never take property of a woman (Manusmṛti 3.52, 9.200)
  - Things can't be counted under women's property (Manusmṛti 9.92, 199)
- Women's Right of management:
  - Women's Right of management (Manusmṛti 9.11)
  - Right of Education (Manusmṛti 5.150)
  - Right of testimony (Manusmṛti 8.68) (Narada 4.155)
  - Responsibility of Women (Yājñavalkya 1.83,87)

**Essential/Recommended Readings/Texts:**

1. भट्ट, श्रीयाज्ञिक देवण, (1988), *स्मृतिचन्द्रिका*, दिल्ली : नाग प्रकाशन।
2. हरगोविन्दशास्त्री, व्याख्याकार, (1992), *मनुस्मृतिः* (श्री कुल्लुकभट्ट टीका सहित), वाराणसी : चौखम्बा संस्कृत संस्थान।

3. पाण्डेय, उमेशचन्द्र, (1994), *याज्ञवल्क्यस्मृतिः*, वाराणसी : चौखम्बा संस्कृत संस्थान।
4. स्वांई, ब्रजकिशोर, (वि. सं. 2065 ≈ *2008–09 CE*), *नारदस्मृतिः*, वाराणसी : चौखम्बा संस्कृत संस्थान।

**Additional Readings:**

1. Kane, P. V., (1930), *History of Dharmashastra*, Pune: Bhandarkar Oriental Research Institute.
2. ठाकुर, लक्ष्मीदत्त, (1965), *प्रमुख स्मृतियों का अध्ययन*, लखनऊ : हिन्दी समिति सूचना विभाग।
3. श्रीमन्महर्षिप्रणीत, (1988), *स्मृतिसंदर्भ*, दिल्ली : नाग प्रकाशन।
4. काणे, पी. वी., (1992), *धर्मशास्त्र का इतिहास* (हिन्दी अनुवादक, अर्जुन चौबे कश्यप), लखनऊ : उत्तर प्रदेश हिन्दी संस्थान।
5. जोशी, लक्ष्मण शास्त्री, (वि. सं. 1994 ≈ *1937–38 CE*), *धर्मकोष*, बई सतरा : प्रजनपथशाला मण्डल।
6. गोयल, डॉ. प्रीति प्रभा, (2016), *भारतीय संस्कृति*, जोधपुर : राजस्थानी ग्रंथागार।
7. टण्डन, डॉ. किरण, (2017), *भारतीय संस्कृति*, दिल्ली : ईस्टर्न बुक लिंकर्स।

**Difficulty Level 400 - 499**

**Credits – 4**
**Hours - 60**

# (Psychology Majors)

## Major 4.9: Methods and Debates in Interdisciplinary Research

**Course Objectives:**

1. To examine the subjectivity-objectivity debate in psychology and Indian world-view.
2. To understand the role of culture in psychological research and developing cultural sensitivity as a researcher
3. To appreciate multi-method research and its contributions.
4. To critically evaluate the increasing role of technology and digital data in psychological research.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Developing a critical understanding of the contemporary methodological issues in Psychology and interdisciplinary research.
2. Situating psychological phenomenon and research within cultural contexts.
3. Developing a reflexive understanding of subjectivity of researcher vis a vis science and social science methods.
4. Appreciating multi-method research and interdisciplinarity in psychological research.
5. Reviewing the development of psychological thought and exploring the issues and debates in interdisciplinary research.
6. Critical evaluation of the role of technology and digital data in psychological research.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.9 | Methods and Debates in Interdisciplinary Research | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Objectivity and Subjectivity.** **Credit 1**

- Debate between objectivity and subjectivity in psychological research, deconstructing bias in research and research outcomes. Cultivating a refined subjectivity in Indian tradition.
- Historical perspectives on objectivity in science. Researchers' values and knowledge construction, role of methodological rigor and researcher's reflexivity in qualitative research,
- Subjectivity as a problem and subjectivity as a strength; cultural psychology and its methods of removing bias.

**Unit II Key Perspectives and Methods.** **Credit 1**

- Perspectives on Empiricism and Rationality.
- Comparative approach of cross-cultural research, shift from exploration to the explanation of cross-cultural differences, going beyond individualism and collectivism, cultural psychology and its methods

- Cognitive perspectives and contemporary research in consciousness. Methods in consciousness research. Contemporary research in Neuroscience and Neurophenomenology,
- Opportunities for interdisciplinarity in Indian Psychology –with published examples.

**Unit III Multi-method Research in Psychology. Credit 1**

- Qualitative-Quantitative debate, strengths and weaknesses of qualitative (interview, ethnography, case study) and quantitative methods (experiments, survey),
- The complementarity of qualitative and quantitative approaches in psychological research, triangulation, designing multi-method studies in psychology (e.g., mixed-methods designs),
- Integrating methods from other disciplines like, neuroscience, literature/text analysis, historical analysis.
- Ethics in psychology, domains of ethics - academics, research and practice, ethical standards in India (UGC and RCI).

**Unit IV Technology and Digital Data in Current Psychological Research. Credit 1**

- Debates on Use of digital tools (e.g., online surveys, virtual reality, simulations) in research design and data collection. Revisiting subjectivity
- Big data and its applications in psychology, issues of digital data validity, privacy concerns, and the accuracy of self-reporting through technology,
- Ethical considerations in collecting and analysing digital data. Professional ethics in different areas such as psychological testing, research and teaching.

**Essential/Recommended Readings/Texts:**


1. Miller, J. G., (2002), *Bringing culture to basic psychological theory—Beyond individualism and collectivism: Comment on Oyserman et al. (2002)*, *Psychological Bulletin*, 128(1), 97–109, DOI:10.1037/0033-2909.128.1.97
2. Coolican, H., (2006), *Introduction to research methods in psychology*, London: Hodder Arnold.
3. Pickren, W. E., (2009), *Indigenization and the history of psychology*, *Psychological Studies*, 54, 87–95.
4. Gough, B., & Madill, A., (2012), *Subjectivity in psychological science: From problem to prospect*, *Psychological Methods*, 17(3), 374–384, DOI:10.1037/a0029313
5. Brock, A. C., (2014), *What is a polycentric history of psychology? Estudos em Psicologia*, 14(2), 646–659.
6. Bansal, P., (2019), *Psychology: Debates and controversies*, New Delhi: Sage.
7. Corts, D. P., & Pratt, H. E., (2019), *Ethics in psychological research*, Thousand Oaks: SAGE Publications.
8. Tashakkori, A., Johnson, R. B., & Teddlie, C., (2020), *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences*, 2nd ed., Thousand Oaks: Sage.
9. Woo, S. E., Tay, L., & Proctor, R. W., (2020), *Big data in psychological research*, Washington DC: American Psychological Association.
10. DeAngelis, T., (2022, January 1), *Big data ups its reach*, *Monitor on Psychology*, 53(1).

11. Zahavi, D., (2024), *I, You, and We: Beyond individualism and collectivism*, *Australasian Philosophical Review*, 1–18, DOI:10.1080/24740500.2024.2302443.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Participation in the Group Presentations.
2. Weekly Quiz.
3. A small research project assignment.
4. Discussions on role of subjectivity in consciousness research.
5. Discussion and presentation on triangulating subjective experience and neuroscience research.

**Difficulty Level 400 - 499**

**Credits – 4**
**Hours - 60**

## Major 4.10: Creativity and Aesthetics

**Course Objectives:**

1. Introduce major psychological theories of creativity across cognitive, and social-cultural perspectives.
2. Understand key Indian aesthetic concepts such as *Dhvani, Alamkāra, Saundarya.*
3. Apply principles of creativity and aesthetics to interpret artistic, literary, and everyday creative practices.
4. Reflect on the relationship between creativity, well-being, intuition, ethics, and cultural contexts.

**Learning Outcomes:**

After completing the course, the students will be able to:

1. Explain psychological constructs related to creativity (divergent thinking, insight, flow, cognitive flexibility) and aesthetics (perception, preference, affect).
2. Demonstrate familiarity with psychological tests (e.g., Torrance, Remote Associates Test, flow scales) to interpret creative behaviour.
3. Explain major Indian theories of aesthetics and creativity using accurate conceptual vocabulary.
4. Examine creative works (art, performance, narrative, design).
5. Develop a small applied project demonstrating psychological principles of creativity or aesthetic perception.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.10 | Creativity and Aesthetics | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introducing Creativity.** **Credit 1**

- Definitions of creativity: Process, product, person, and environment.
- Divergent and convergent thinking (Guilford, Torrance)
- Creative cognition: Associative networks, Conceptual expansion, Insight and incubation. Neural basis of creativity.
- Creativity measurement (Torrance Tests, Remote Associates Test)
- Everyday creativity and the role of surprise (crafts, problem solving)

**Unit II Aesthetics: Perception, Emotion, and Preference.** **Credit 1**

- Aesthetic perception: Gestalt principles, visual processing.
- Emotional and cognitive responses to art and design: Preference formation: familiarity.
- Empathy, mirror neurons, and embodied responses to art.
- Concepts of aesthetics in classical Indian thought (saundarya, kāvya, kalā, śilpa)
- Beauty as Self-experience: ānanda, camatkāra, sahṛdayatā.
- Comparative examination of Western and Indian aesthetic sensibilities.

- Creativity as pratibhā (intuition), abhyāsa (practice)
- Everyday aesthetics: ritual, Sādhana, craftsmanship, festivals.

**Unit III Aesthetics in Sanskrit- Dhvani and Meaning-Making. Credit 1**

- Dhvani (Ānandavardhana): suggestion as the heart of creativity.
- Alamkāra (figures of speech) as creative embellishment.
- Symbolism in poetry, storytelling, architecture, sculpture.
- Meaning-making through symbols, gesture(mudra) and metaphor.
- Aesthetic communication: subtlety, inference, layered interpretation.

**Unit IV Creativity, Well-being and Socio-Cultural Process. Credit 1**

- Social psychology of creativity: group creativity, brainstorming.
- Barriers to creativity (evaluation apprehension) and strategies for enhancement.
- Positive psychology of creativity: flow (Csikszentmihalyi), meaning, self-expression.
- Creativity and mental health: mood, anxiety, divergent thinking.
- Everyday Creativity as Sādhanā – Bhakti-Singing, Rangoli, Painting, Cooking, Writing.
- Art-based interventions: expressive arts, music therapy, journaling.

**Essential/Recommended Readings/Texts:**


1. Guilford, J. P., (1950), *Creativity*, *American Psychologist*, 5(9), 444–454.
2. Berlyne, D. E., (1971), *Aesthetics and psychobiology*, New York: Appleton-Century-Crofts.
3. Masson, J. L., & Patwardhan, M. V., (1970), *Aesthetic rapture: The Rasadhvani theory in Sanskrit poetics*, Delhi: Motilal Banarsidass.
4. Gerow, E., (1977), *A glossary of Indian figures of speech*, The Hague: Mouton.
5. Amabile, T. M., (1983), *The social psychology of creativity*, New York: Springer-Verlag.
6. Ānandavardhana, (1990), *Dhvanyāloka* (D. H. Hara, Trans.), Delhi: Motilal Banarsidass, (Original work composed in the 9th century CE)
7. Zeki, S., (1999), *Inner vision: An exploration of art and the brain*, Oxford: Oxford University Press.
8. Csikszentmihalyi, M., (1996), *Creativity: Flow and the psychology of discovery and invention*, New York: HarperCollins.
9. Leder, H., Belke, B., Oeberst, A., & Augustin, D., (2004), *A model of aesthetic appreciation and aesthetic judgments*, *British Journal of Psychology*, 95(4), 489–508.
10. Hennessey, B. A., & Amabile, T. M., (2010), *Creativity*, *Annual Review of Psychology*, 61, 569–598.
11. Runco, M. A., & Jaeger, G. J., (2012), *The standard definition of creativity*, *Creativity Research Journal*, 24(1), 92–96.

# SECOND YEAR: MINOR PAPERS

**Difficulty Level 200-299**

**Credits – 4**
**Hours - 60**

## Minor 2.A.1: Introduction to Counselling Psychology

**Course Objectives:**

1. Understand the foundational concepts of counselling, including its definitions, nature, goals, and stages in the counselling process.
2. Gain knowledge of major counselling approaches such as Person-Centered Therapy, Psychoanalytic Therapy, CBT, and REBT.
3. Explore contemporary approaches like Narrative Therapy, Solution-Focused Therapy, Creative Arts Therapy, Yoga, and Meditation.
4. Engage in workshops focusing on self-awareness, emotional regulation, decision-making, group dynamics, mindfulness, and stress management.

**Learning outcomes:**

After the completion of the course, the students will:

1. Be able to understand the nature and scope of counseling psychology, and its difference from other allied fields.
2. Developing a basic understanding of counselling as a profession.
3. Gaining an overview of basic approaches, theories and techniques in counselling.
4. Developing awareness about the contemporary issues and challenges in counselling.
5. Learning about the newer forms of therapy like solution focused therapy, narrative therapy.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 2.A.1 | Introduction to Counselling Psychology | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to counselling as a profession.** **Credit 1**

- Definitions, Nature and Goals.
- Counselling Process/stages.
- Professional ethics (Latest version of American Counselling Association – ACA).
- Personal and professional aspects of a counsellor (skills)
- Counseling in Ancient India: A Philosophical and Cultural Perspective.
- Status of counselling psychology in India.
- Contemporary issues, and challenges.
- Challenge of online counselling and tele-counselling.

**Unit II Approaches in counselling practice.** **Credit 1**

- Person centered approach.
- Psychoanalytic approach.

- Behavioural approach (including CBT)
- Cognitive approach (REBT)

**Unit III Contemporary approaches in counselling. Credit 1**

- Narrative therapy.
- Solution Focused therapy.
- Creative and Expressive arts therapy.
- Yoga and Meditation.

**Unit IV Applications of counselling. Credit 1**

- School counselling.
- Career counselling.
- Family counselling.
- Crisis Intervention: suicide, grief, and sexual abuse.

**Practical (30 hrs):**

- Skill based practicum based on Rogers' Person centered approach.
- Understanding counseling process through role plays.
- Externship in school counselling.
- Learning counseling techniques based on CBT, REBT, psychoanalytic approaches through videos.

**Essential/Recommended Readings:**

1. Aguilera, D C, (1998), *Crisis Intervention: Theory and Methodology* (8th ed.), Philadelphia: Mosby.
2. Belkin, G S, (1998), *Introduction to Counselling* (3rd ed.), Iowa: W C Brown.
3. Bhola, P, & Raghuram, A, (2016), *Ethical Issues in Counseling and Psychotherapy Practice: Walking the Line*, Cham: Springer (Chapter 1, Chapter 9, Appendix A – Indian context)
4. Murphy, J J, (2015), *Solutions Focused Counselling in Schools*, Chichester: Wiley (Chapter 3, Appendix E, G, H, J)
5. Paranjpe, A C, (2002), *Self and Identity in Modern Psychology and Indian Thought*, New York: Springer.
6. Rao, K R, (2012), Indian psychology and counseling, *Journal of Indian Psychology*, 30(2), 1–20.
7. Seligman, L, & Reichenberg, L W, (2010), *Theories of Counseling and Psychotherapy*, New Jersey: Pearson (Solution Focused Brief Therapy and Family Systems)

**Additional Readings:**

1. Capuzzi, D, & Stauffer, M D, (2022), *Counselling and Psychotherapy: Theories and Interventions* (7th ed.), Washington, DC: American Counseling Association
2. Corey, G, (2009), *Counselling and Psychotherapy: Theory and Practice* (7th ed.), New Delhi: Cengage Learning
3. Sharf, R S, (2012), *Theories of Psychotherapy and Counseling: Concepts and Cases* (5th ed.), Belmont: Brooks/Cole (Cengage Learning)
4. Feltham, C, Hanley, T, & Winter, L A, (2018), *The SAGE Handbook of Counseling and Psychotherapy* (4th ed.), London: Sage

**Difficulty Level 200-299**

**Credits – 4**
**Hours - 60**

# Minor 2.A.2: History of Sanskrit Literature

**Course Objectives:**

1. To introduce students to the historical evolution of Sanskrit literature across Vedic, classical, and modern periods.
2. To provide insight into the genres, themes, and literary forms in Sanskrit.
3. To develop awareness of the continuity and innovation in Sanskrit literary tradition through the ages.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Outline the major periods and characteristics of Vedic literature.
2. Identify the milestones and literary contributions of classical Sanskrit literature.
3. Recognize the diversity of genres in Sanskrit literary tradition.
4. Assess the trends and themes of Sanskrit literature in the modern era.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 2.A.2 | History of Sanskrit Literature | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Sanskrit Literature.** **Credit 1**

- Definition, scope, and significance.
- Sources and periods of Sanskrit literature.

**Unit II Overview of Vedic Literature.** **Credit 1**

- Ṛgveda, Sāmaveda, Yajurveda, Atharvaveda.
- Brāhmaṇas, Āraṇyakas, Upaniṣads.

**Unit III Milestones of Classical Sanskrit Literature.** **Credit 1**

- Itihāsa, Purāṇas, Kāvyas, Nāṭakas, Śāstras.
- Key authors: Kālidāsa, Bhāravi, Bāṇabhaṭṭa.

**Unit IV Modern Sanskrit Literature.** **Credit 1**

- Sanskrit revival movements.
- Modern poets and playwrights.
- Role of Sanskrit in contemporary India.

**Essential/Recommended Readings/Texts:**

1. Krishnamachariar, M. (1956). History of classical Sanskrit literature. Delhi: Motilal Banarsidass.
2. Shastri, Gaurinath (1965). A concise history of Sanskrit literature. Delhi: Motilal Banarsidass.
3. Upadhyay, Baldev (1975). Sanskrit sahitya ka itihas. Varanasi: Sharda Niketan.

4. Upadhyay, Baldev (2002). Vedik sahitya aur sanskriti. Varanasi.
5. Dadheech, Ramkumar (2025). Adhunik Sanskrit sahitya ka itihas. Jaipur: Hansa Prakashan.

**Difficulty Level 200-299**

**Credits – 4**
**Hours - 60**

## Minor 2.A.3: Personality: East and West

**Course Objectives:**

1. To help students understand key components, contemporary theories, scope, history, and development of personality psychology.
2. To help students understand the self in the eastern as well as western context and personality development.
3. To critically analyse the theories of self and personality in an eastern and western context.
4. To help the students to understand different psychological assessments and tests of personality psychology.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Comprehend the conceptualizations of personality in the Western as well as Eastern traditions.
2. Understand self and personality through Eastern perspectives such as Mimamsa, Vedanta, Samkhya, Yoga, Buddhist and Sufi traditions.
3. Understand how Indian culture, context, identity, environment influences personality and self.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 2.A.3 | Personality: East and West | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to personality.** **Credit 1**

- Concept and Definition of personality.
- Role of Factors in the Development of Personality (heredity and environment)
- Assessment of personality.

**Unit II Trait and Temperamental Theories.** **Credit 1**

- Gordon Allport's trait theory.
- Raymond Cattell's Factor analytic theory.
- Hans Eysenck's Biological trait theory.
- Costa Jr., and Mc Crae's Big Five factors of personality.

**Unit III Psychoanalytic and Humanistic Approaches** **Credit 1**

- **Psychoanalytic Approach:**
  - Classical psychoanalytical theory: Structure of personality.
  - dynamics of personality.
  - development of personality.
  - psychosexual development stages.
- **Humanistic Approaches:**

- Abraham Maslow.
- Carl Rogers.
- Existential perspectives: Rollo May, Victor Frankl.

**Unit IV Understanding self through Eastern Perspectives. Credit 1**

- "Tri-guna" theory.
- Understanding self through Mimamsa, Vedanta, Samkhya and Yoga.
- Views by Sufi and Buddhist tradition.
- Sri Aurobindo's Integral Yoga.

**Essential/Recommended Readings/Texts:**


1. Paranjpe, A C, (1984), *Theoretical Psychology: The Meeting of East and West*, New York: Plenum Press.
2. Kuppuswamy, B, (2001), *Elements of Ancient Indian Psychology*, New Delhi: Konark Publishers Pvt. Ltd.
3. Hergenhahn, B R, & Olson, M H, (2006), *An Introduction to Theories of Personality*, New Delhi: Pearson.
4. H S, & Schustack, M W, (2006), *Personality: Classic Theories and Modern Research*, New Delhi: Pearson.
5. Dalal, A K, & Misra, G, (2010), *The Core and Context of Indian Psychology*, *Psychology and Developing Societies*, 22(1), 121–155.
6. Ciccarelli, S K, & Meyer, G E, (2010), *Psychology* (South Asian ed.), New Delhi: Pearson Education.
7. Bhawuk, D, (2011), *Spirituality and Indian Psychology: Lessons from the Bhagavad-Gita*, New York: Springer Science & Business Media.
8. Cornelissen, R M M, Misra, G, & Varma, S, (Eds.), (2011), *Foundations of Indian Psychology: Theories and Concepts* (Vol. 1), New Delhi: Pearson.
9. Rao, K R, Paranjpe, A C, & Dalal, A K, (Eds.), (2012), *Handbook of Indian Psychology*, New Delhi: Foundation Books.
10. Patnaik, D, (2015), *My Gita*, New Delhi: Rupa.
11. Rao, K R, & Paranjpe, A C, (2016), *Psychology in the Indian Tradition*, New Delhi: Springer India.
12. Feist, J, Feist, G J, & Roberts, T A, (2018), *Theories of Personality*, New Delhi: Tata McGraw-Hill.

**Difficulty Level 200-299**

**Credits – 4**
**Hours - 60**

## Minor 2.A.4: Basics of Indian Psychology

**Course Objectives:**

1. To contextualise the relevance and potentials of Indian psychological thought.
2. To understand the notion of knowledge and ability to discriminate the various forms of knowledge in the tradition of experiential learning.
3. To develop insights into the sense of self and personality and their various facets including course of development, and related issues of health, suffering and healing.
4. To deliberate application of indigenous Indian perspectives in different settings.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Develop an appreciation of the need to have alternative perspectives in psychology.
2. Initiate the journey of self-understanding by adopting the stance of a witness and exploring self and personality from a developmental perspective.
3. Map selfhood in the context of relationships, motivation, action and agency.
4. To formulating strategies to address issues in therapeutic, educational and organisational settings from the indigenous Indian perspective.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 2.A.4 | Basics of Indian Psychology | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Indian Perspectives.** **Credit 1**

- Upanishads.
- Six Darshanas.
  - Purva Meemamsa.
  - Uttara Meemamsa.
  - Nyaya.
  - Vaisheshika.
  - Sankhya and Yoga.
  - Jainism.
  - Buddhism.
  - Charvaka.
- Bhagavadgita.

**Unit II Consciousness, Self and Identity.** **Credit 1**

- Consciousness as the foundation of reality.
- Self-enquiry and Self-development - from introspection to a witness-based self-observation (Sakshi)

**Unit III Yoga, Health and Well-Being. Credit 1**

- Yoga-based coping techniques ranging from surface- adjustment to deep inner transformation

**Unit IV Psychology of Buddhism, Jainism and Sufi. Credit 1**

- Buddhism.
    - Factors of personality.
    - levels of consciousness.
    - functioning of mind.
- Jainism.
    - Nature Of Consciousness.
    - Cognition, Sense Organs.
    - Non-Verbal Comprehension.
    - Verbal Comprehension.
    - Extra Sensory Perception.
    - Affection.
    - Conation.
    - Mental Activity.
- Sufi.
    - Spirit, views of the self and soul.
    - Sufism and the integration of man.

**Essential/Recommended Readings/Texts:**

1. Abhedananda, Swami, (1992), *True Psychology*, Calcutta: Ramakrishna Vedanta Math.
2. Mascaró, J, (1994), *The Bhagavad Gītā*, New Delhi: Penguin Books India.
3. Mascaró, J, (1994), *The Upaniṣads*, New Delhi: Penguin Books India.
4. Hiriyanna, M, (2000), *The Essentials of Indian Philosophy*, New Delhi: Motilal Banarsidas Publishers.
5. Dalal, A S, (Ed.), (2001), *Living Within*, Pondicherry: Sri Aurobindo Ashram Trust.
6. Cortright, B, (2007), *Integral Psychology*, Albany: State University of New York Press.
7. Taimni, I K, (2007), *The Science of Yoga*, Chennai: The Theosophical Publishing House.
8. Aurobindo, Sri, (2007), *A Few Representative Short Texts*, Pondicherry: Sri Aurobindo Centre of Consciousness Studies.
9. Aurobindo, Sri, (2008), *The Integral Yoga*, Pondicherry: Sri Aurobindo Ashram Trust.
10. Rao, K R, Paranjpe, A C, & Dalal, A K, (Eds.), (2008), *Handbook of Indian Psychology*, New Delhi: Cambridge University Press India.
11. Brunton, P, (2009), *The Maharshi and His Message*, Tiruvannamalai: Sri Ramanasramam.

Cornelissen, R M M, Misra, G, & Varma, S, (Eds.), (2014), *Foundations and Applications of Indian Psychology*, New Delhi: Pearson

## Minor 2.A.5: Law and Social Psychology in India

**Course Objectives:**

1. To introduce students to the fundamental concepts of Sanskrit jurisprudence and their relevance of Indian legal codes.
2. To examine the impact of legal codes on Hindu social institutions such as family, inheritance and property rights.
3. To critically analyze the familial, social and legal implications of the codes in the Indian context.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Describe the textual foundations and philosophical concepts underlying the Hindu legal systems, reading the selected sections of primary Sanskrit texts. .
2. Analyse historical, legal and social norms that influence family structure, gender roles, and sucession in India.
3. Critically examine the relevance of these systems in contemporary Indian society.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 2.A.5 | Law and Social Psychology in India | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Hindu law & social psychological context. Credit 1**

- Sources of Hindu Law: Śruti, Smṛti, Dharmaśāstra, nibandhas.
- Yājñavalkya Smṛti and its commentaries.
- Historical emergence of Mitākṣarā (by Vijñāneśvara) and Dayābhāga (by Jīmūtavāhana)
- Colonial interpretation and codification.
- Indian family structures: joint family, patrilineality, kinship networks.
- Social psychological implications: norms, roles, duties, moral cognition, in traditional Indian settings.

**Unit II Legal concepts in Mitākṣarā and Dāyabhāga. Credit 1**

- Mitākṣarā: jurisprudential structure, Coparcenary definition and composition. Birthright (janma-svāmya)
- Survivorship rule & partition rules; Women's limited rights pre-1956, Post-2005 reforms (daughters as coparceners).
- Dayābhāga structure and interpretation; Comparison with Mitākṣarā; Regional application in Bengal and Assam.
- Uparama-svāmya (right arises after father's death). No birthright; property devolves after the owner's death. Religious efficacy (śrāddha, performance of rituals) as inheritance basis.

**Unit III Reform in Hindu Law. Credit 1**

- Legal reforms in Hindu Family Law: Hindu Succession Act (1956), (2005)
- Reading and discussion of the contemporary law: Hindu Succession Act, 2005.
- Contemporary family disputes: entitlement, fairness, and conflicts.
- Case studies integrating legal norms and social psychological constructs.

**Unit IV Law, Family systems and Social Psychology. Credit 1**

- Social psychological implications: Emotional connection, Autonomy vs. interdependence, Individual property rights & decision-making, moral obligations.
- Hierarchy & authority in joint families; joint ownerships of property, family businesses, Gender role socialisation, reform and empowerment.
- Collective decision-making; norms and conflict resolution.

**Essential/Recommended Readings/Texts:**

1. India Code, (1956/2005), *The Hindu Succession Act, 1956 with the Hindu Succession (Amendment) Act, 2005*, New Delhi: Government of India.
2. D'Cruz, P, & Bharat, S, (2001), Beyond joint and nuclear: The Indian family revisited, *Journal of Comparative Family Studies*, 32(2), 167–194.
3. Baron, R A, Byrne, D, & Bhardwaj, G, (2010), *Social Psychology* (12th ed.), New Delhi: Pearson.

***Selections need to be taken from these texts given below:**

4. Vijñāneśvara, (1927), *The Mitākṣarā of Vijñāneśvara on the Yājñavalkya Smṛti*, Ed. & Trans. G. H. Jacob, Poona: Bhandarkar Oriental Research Institute.
5. Jīmūtavāhana, (1962), *The Dāyabhāga: The Law of Inheritance in Bengal*, Trans. J. R. Gharpure, Pune: Oriental Book Agency.
6. Yājñavalkya, (1973), *Yājñavalkya Smṛti*, Ed. & Trans. P. V. Kane, Delhi: Motilal Banarsidass.

# THIRD YEAR: MINOR PAPERS

**Difficulty Level 300-399**

**Credits – 4**
**Hours - 60**

## Minor 3.A.1: Translation and Literary Criticism in Sanskrit

**Course objectives:**

1. To introduce key translation theories and their application to Sanskrit texts.
2. To explore classical Sanskrit literary criticism and its relevance to modern analysis.
3. To build skills in translating a variety of Sanskrit genres with attention to meaning, aesthetics and context.
4. To enable critical evaluation of literary translations and deepen understanding of interpretive traditions.

**Learning outcomes:**

After the completion of the course, the students will:

1. Examine and explain theoretical approaches to translation and their relevance to Sanskrit.
2. Analyze Sanskrit literary texts using classical critical tools.
3. Translate Sanskrit texts into English with sensitivity to style and context.
4. Evaluate the literary and philosophical integrity of translated works.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.1 | Translation and Literary Criticism in Sanskrit | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Translation Theory in Sanskrit. Credit 1**

- Themes: Nature and types of translation; fidelity, equivalence and cultural specificity.
- Challenges: Untranslatable terms, poetic meters, philosophical nuance.

**Unit II Principles of Literary Criticism in Sanskrit. Credit 1**

- Themes: Core concepts in Sanskrit poetics—Rasa, Dhvani, Alaṅkāra, Vakrokti.
- Theorists: Mammata, Ānandavardhana, Abhinavagupta.

**Unit III Translation of Classical Sanskrit Texts. Credit 1**

- Genres: Philosophical texts, drama, poetry.
- Practice: Annotated translation from Sanskrit to English.

**Unit IV Advanced Literary Criticism and Translation Practice. Credit 1**

- Focus: Comparing translations, assessing literary quality and interpretive choices.
- Practice: Critiquing translations, preparing short commentaries.

**Essential/Recommended Readings/Texts:**

1. Ammaṭa. Kāvyaprakāśa (S. K. De or D. H. H. Ingalls, Trans.).
2. Kālidāsa. Abhijñānaśākuntalam (A. W. Ryder or Devavrat, Trans.).
3. Bhagavad Gītā. (E. Easwaran, Swami Prabhupāda, & S. Radhakrishnan, Trans.).
4. Raghavan, V. Rasa theory.

5. Dandekar, R. N. Theory of translation.
6. Ramanujan, A. K. Translating the sacred: The art and science [Essays].

**Difficulty Level 300-399**

**Credits – 4**
**Hours - 60**

## Minor 3.A.2: Sanskrit for Competitive Exams

**Course objectives:**

1. To build a solid foundation in Sanskrit grammar and syntax with a focus on exam readiness.
2. To enhance vocabulary through systematic study of roots, prefixes, suffixes and commonly used words.
3. To improve reading comprehension and translation skills through practice passages.
4. To familiarize students with culturally significant Sanskrit texts often referenced in examinations.

**Learning outcomes:**

After the completion of the course, the students will:

1. Demonstrate command over essential Sanskrit grammar rules and sentence construction.
2. Recognize and utilize vocabulary, roots and derivations relevant to competitive exams.
3. Accurately comprehend and translate Sanskrit passages.
4. Identify major Sanskrit texts and understand their significance in Indian intellectual traditions.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.2 | Sanskrit for Competitive Exams | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Basic Grammar and Syntax.** **Credit 1**

- Parts of speech in Sanskrit: Nouns, pronouns, adjectives and verbs.
- Sentence construction and common syntactical rules.
- Conjugation of verbs and declension of nouns across genders and numbers.

**Unit II Vocabulary and Word Formation.** **Credit 1**

- Study of Sanskrit dhātus (roots) and their applications.
- Prefixes (upasargas) and suffixes (pratyayas): rules and usage.
- Vocabulary lists for synonyms (paryāya), antonyms (viparītaśabda) and compound words (samāsa)

**Unit III Comprehension and Translation.** **Credit 1**

- Reading practice: short to medium-length Sanskrit passages.
- Translation techniques: Sanskrit to English and English to Sanskrit.
- Identification of grammatical forms, meaning and context.

**Unit IV Important Texts and Cultural Context.** **Credit 1**

- Introduction to significant Sanskrit texts: Bhagavad Gita, Upanishads and Puranas.
- Summary and thematic understanding of selected verses and excerpts.
- Cultural, ethical and philosophical importance of classical texts in Indian heritage.

**Essential/Recommended Readings/Texts:**

1. Ghosh, A. M. A practical grammar of the Sanskrit language.
2. Iyer, K. R. S. Sanskrit subhashitas.
3. Apte, V. S. Sanskrit for beginners.
4. Gupta, S. P. Vedic Sanskrit: A study in the early history of the language.
5. Sharma, R. C. Sanskrit made easy for competitive exams.

**Difficulty Level 300-399**

**Credits – 4**
**Hours - 60**

## Minor 3.A.3: Svāsthavṛtta: Ayurvedic Wellness and Psychology

**Course objectives:**

1. To define Svastha and explain its components with reference to classical Ayurvedic texts.
2. To describe the Tridoṣa and Triguṇa frameworks and compare them with basic personality and temperament constructs.
3. To critically discuss Dinacaryā (daily regimen) and Ṛtucaryā (seasonal regimen) with reference to circadian rhythms and principles of sleep hygiene.
4. To explain Sadvṛtta and Ācāra Rasāyana as behavioral and cognitive interventions relevant to well-being.
5. To apply Ayurvedic principles in designing simple, culturally sensitive wellness protocols that integrate psychological insights.

**Learning outcomes:**

After the completion of the course, the students will:

1. Remember/Understand: key terms (Svastha, Dinacaryā, Ṛtucaryā, Sadvṛtta, Āhāra Vidhi, Tridoṣa, Triguṇa)
2. Apply: map routines and diet guidelines to basic stress and lifestyle scenarios.
3. Analyze (intro): relate Triguṇa to temperament; identify values-based behavior as supportive of mental health.
4. Communicate: present case-based recommendations with ethical and cultural sensitivity (non-clinical)

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.3 | Svāsthavṛtta: Ayurvedic Wellness and Psychology | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Ayurvedic Wellness & Psychology. Credit 1**

- Svastha and Svāsthya: concept of well-being; comparison with biopsychosocial models of health.
- Psycho-physiological basis: overview of Tridoṣa (Vāta, Pitta, Kapha) and Triguṇa (Sattva, Rajas, Tamas)
- Sixteen Mānasa Prakṛtis: simple parallels to trait and temperament perspectives.
- Mind-body connection: psychosomatic ideas vis-à-vis Ayurvedic holism.

**Unit II Rhythms & Routines for Mental Health. Credit 1**

- Dinacaryā, Rātricaryā: morning routines (brahma muhūrta), hygiene, movement, meal timing, rest.
- Ṛtucaryā: seasonal adjustments in diet and behavior; environmental considerations.
- Psychology links: circadian rhythms, sleep hygiene basics, routine-building for anxiety/attention regulation.
- Practice focus: designing simple daily/seasonal schedules; tracking mood/energy; reflective discussion.

**Unit III Ethics & Emotional Well-being. Credit 1**

- Sadvṛtta: moral and social conduct, truthfulness, non-violence, relationship decorum.
- Ācāra Rasāyana: cultivating compassion, calmness, study, and prosocial virtues.
- Psychology links: values, prosocial behavior, acceptance & commitment approaches, mindfulness and compassion practices.
- Social neuroscience snapshots: trust, cooperation, and well-being in community contexts; reflective journaling.

**Unit IV Applied Psychophysiology – Diet, Yoga & Sleep. Credit 1**

- Āhāra Vidhi: quality, quantity, combinations; mindful eating; introduction to gut -brain considerations (non-clinical).
- Yoga & Prāṇāyāma: mechanisms for emotion regulation and stress care; practice guidance.
- Nidrā (Sleep): classical views; modern sleep stages and hygiene; dream psychology.
- Integration theme: building a culturally sensitive wellness protocol that blends routines, ethics, diet, yoga, and sleep.

**Essential/Recommended Readings/Texts:**


1. Peterson, C. (2006). A primer in positive psychology. Oxford University Press.
2. Dash, B., & Sharma, R. K. (2009). Caraka Saṃhitā. Chaukhamba Sanskrit Series.
3. Huppert, F. A. (2014). Mindfulness and compassion as the foundations of well-being. In Mindfulness in positive psychology (pp. 1–16). Routledge.
4. Michie, S., Atkins, L., & West, R. (2014). ABC of behaviour change theories. Silverback Publishing.
5. Giri, R. V. (2015). Synopsis on Caraka Saṃhitā. Chaukhamba Orientalia.
6. Foster, R. G. (2017). Sleep, circadian rhythms and health. Interface Focus, 7(3), 20160165.
7. Liang, S., Wu, X., & Jin, F. (2018). Gut–brain psychology: Rethinking psychology from the microbiota–gut–brain axis. Frontiers in Integrative Neuroscience, 12, 33.
8. Boniwell, I., & Tunariu, A. (2019). Positive psychology (2nd ed.). Routledge.
9. Hagger, M. S., Cameron, L. D., Hamilton, K., Hankonen, N., & Lintunen, T. (2020). Handbook of behavior change. Cambridge University Press.
10. Rao, M. V. (2021). Swasthavṛtta. Chaukhamba Orientalia.
11. Vivekananda, S. (2022). Patañjali's Yoga Sūtras. GenNext Publication.
12. Vidyanath, R. (2025). Illustrated Aṣṭāṅga Hṛdayam. Chaukhamba Publications.
13. Morin, R., et al. (2025). Circadian rhythms revealed: Biological clocks and lifestyle alignment. Frontiers in Sleep.
14. Khoury, B., et al. (2025). Embodied and embedded mindfulness and compassion framework. Mindfulness, 16(2), 345–360.
15. Patil, S., & Mehdi, S. F. (2025). The gut–brain axis and mental health: How diet shapes our cognitive and emotional well-being. Cureus, 17(4), e12345.

**Difficulty Level 300-399**

**Credits – 4**
**Hours - 60**

## Minor 3.A.4: Applied Aspects of Indian Psychology

**Course objectives:**

1. To analyze the historical foundations and evolution of Indian Psychology as a discipline.
2. To apply the principles of Indian Psychology to interpret lived experiences and the psycho-spiritual significance of Indian traditions.
3. To practice meditation and other essential techniques of Indian Psychology for personal and collective growth and well-being.
4. To identify the applications of Indian Psychology concepts in diverse fields such as counselling, organizational behaviour, and education.

**Learning outcomes:**

After the completion of the course, the students will:

1. Apply the knowledge of Indian Psychology in making sense of lived experience in India and the deeper psycho-spiritual significance of the Indian lived traditions.
2. Practice and benefit personally, relationally and collectively from specific practices which are essential to Indian Psychology, such as meditation.
3. Demonstrate an understanding of applications of principles of Indian Psychology in various fields such as Counseling, Organizational Behaviour, and Education.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.4 | Applied Aspects of Indian Psychology | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Basics of Indian Psychology.** **Credit 1**

- Definition, nature and scope of Indian Psychology,
- Historical foundations and growth of the discipline.

**Unit II An overview to three major schools of Indian Psychology:** **Credit 1**

- Yoga as a path to self-transformation, Buddhism as a way out of suffering, and Sufism and Bhakti as a paths of love and self-transformation.

**Unit III Indian Psychology in the folk tradition:** **Credit 1**

- Sant Kabir Das - Social critique, inclusiveness: equality & justice. Bhakti: love & healing.

**Unit IV Some applications of Indian Psychology.** **Credit 1**

- Psychotherapy (mainstream as well as folk traditions, Organizational Behaviour, and Education.

**Essential/Recommended Readings/Texts:**


1. Smith, H. (1997). *The world's religions*. HarperCollins India.
2. Varma, S. (2005). From the self to the Self: An exposition on personality based on the works of Sri Aurobindo. In K. R. Rao & S. M. Bhatt (Eds.), *Towards a spiritual psychology*. Samvad.
3. Ziad, H., Rao, V., & Virmani, S. (2008). *In every body Kabir*. Shrishti.
4. Virmani, S. (2010). Walking with Kabir. *Seminar*, January Issue (No. 605).

5. Cornelissen, M., Misra, G., & Varma, S. (Eds.). (2011). Chapters 3, 4, 7, & 12. In *Foundations of Indian psychology* (Vol. 2: Practical applications). Pearson.
6. Frager, R., & Fadiman, J. (2013). Chapters 13 & 15. In *Personality and personal growth*. Pearson.
7. Cornelissen, M., Misra, G., & Varma, S. (Eds.). (2014). Introduction. In *Foundations and applications of Indian psychology*. Pearson.
8. Varma, S. (2017). Non-violent ways of relating: Love, healing, and beyond. In W. Shukla (Ed.), *Annals of Hindi Studies*. JBS Publications India.

**Difficulty Level 300-399**

**Credits – 4**
**Hours - 60**

## Minor 3.A.5: Sports Psychology

**Course objectives:**

1. To familiarize students with the evolving field of sports psychology as a profession and its specialities, particularly clinical sport psychology and educational psychology.
2. To comprehend the links between theory and practice in sports psychology.
3. To understand the motivational processes underlying sport and exercise participation, especially in the context of achievement motivation and strategies for enhancing it.
4. To examine the key aspects of designing and implementing a psychological skills training programme, including essential skills such as focusing attention, arousal regulation, confidence enhancement, and motivation improvement.

**Learning outcomes:**

After the completion of the course, the students will:

1. Demonstrate comprehension of psychological processes in sports psychology, particularly motivation.
2. Apply psychological principles in the design and implementation of sports awareness, training and performance programmes in your school or university.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.5 | Sports Psychology | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction (competitive & non-competitive physical activities): Credit 1**

- What is sport psychology?
- Need & Scope of Sports Psychology.
- Historical Development sports Psychology in India.
- Sport psychology specialties: Clinical-sport psychology, Educational psychology.
- Role of exercise and sport psychologists – teaching, research, coaching and consultation.

**Unit II Psychophysiological correlates: Credit 1**

- Anxiety, Arousal (inverted "U" hypothesis, drive theory & IZOF) & Stress in relation to peak performance, Biofeedback (GSR, EEG & EMG). Personality (sports-specific personality traits), personality & performance in sports (POMS by Morgan). Attention & concentration in relation to sports performance (Concentration Training, self-efficacy in sports, Self-talk, Thought stopping & centering). Motivation about sports performance & Goal setting, Activation Techniques: Imagery, VMBR, Relaxation Techniques (PMR, Autogenic Training, Deep Breathing, Yoga, meditation, & biofeedback-assisted relaxation).

**Unit III Sports and Challenges: Credit 1**

- Injury in sports (Understanding the Psychological Factors of Injury and Rehabilitation), Path to Rehabilitation Failure and to Rehabilitation Success, Substance Abuse: (Commonly Used Substances: Recognition, Prevention, and Treatment for Substance Abuse), Burnout & overtraining, Career Transitions (Definitions and Causes of Career Transitions).

Reactions to Career Transition, Coping Factors Related to Quality of Career Transition, Career Transition Interventions.

**Unit IV Building Motivation and Enhancing performance: Credit 1**

- Role of coaching and mentoring, Achievement motivation and competitiveness, developing achievement motivation and competitiveness in sportspersons, psychological skills training (PST): why PST is important? PST knowledge base and its effectiveness, Phases of PST programmes: Education, acquisition and practice, designing and implementing a PST program: Common problems in implementing PST programmes

**Essential/Recommended Readings/Texts:**

1. Kamlesh, M. L., & Mohan, J. (1987). The development of sport psychological research in India. The Sport Psychologist, 1, 257–261.
2. Horn, T. S. (Ed.). (2002). Advances in sport psychology. Human Kinetics.
3. Weinberg, R. S., & Gould, D. (2003). Foundations of sport and exercise psychology. Human Kinetics.
4. Carron, A. V., Hausenblas, H. A., & Eys, M. A. (2005). Group dynamics in sport. Fitness Information Technology.
5. Cox, R. H. (2006). Sport psychology: Concepts and applications. McGraw-Hill Education.
6. Mohan, J. (2010). Sport psychology: Emerging horizons. Friends Publishers.

**Suggested Practical Work (Illustrations only):**

1. Analysing the personality of team captains of various sports like hockey, cricket, kabaddi etc. and studying its relationship with team motivation and performance. Eg. An analysis of personality and leadership styles of different captains of Indian Cricket team (eg., MS Dhoni, Sachin Tendulkar, Virat Kohli or Kapil Dev). This can be done by observing their on-ground behaviour, listening to/reading their interviews, their communication styles etc.
2. Students can visit the physical education department of their own institution and interact with the faculty as well as the students/players to understand their motivation and self-confidence.

**Difficulty Level 300-399**

**Credits – 4**
**Hours - 60**

## Minor 3.A.6: Foundations of Industrial (I/O) Psychology

**Course objectives:**

1. To facilitate the understanding of the basic concepts, scope, key theories, fundamental principles and major areas of industrial and organizational psychology.
2. To develop a deeper understanding of conceptual and theoretical bases of motivation and employees' work attitudes and their relationship with performance and organizational outcomes.
3. To deliberate the implications of industrial psychology in real-world challenges by connecting theoretical knowledge with real-world challenges.
4. To analyse occupational health and well-being, understand various factors, stressors, their consequences, and psychological well-being in the workplace.

**Learning outcomes:**

After the completion of the course, the students will:

1. Understand the basic concepts, history, key theories, and fundamental principles in industrial and organizational psychology.
2. Gain insight about factors that influence organizational productivity and success
3. Deal real-world challenges by connecting theoretical knowledge with actual organisational set-up.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.6 | Foundations of Industrial (I/O) Psychology | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction.** **Credit 1**

- Nature and facets of Industrial and organizational psychology, Contribution of other social science subjects to organizational psychology. Historical Developments:Human Relations Approach. European contribution and contemporary scenario: Socio-technical Approach, The Aston Studies. System approach and the contemporary challenges to organizations, concept of organizational change.

**Unit II Employee motivation and Job Attitudes.** **Credit 1**

- Nature of Work motivation, Five key concepts (Behaviour, performance, ability, situation and motivation), Role of self-esteem, intrinsic motivation and need for achievement in the development of motivation. Theories of Work motivation: Content theory (Maslow, Herzberg), Process theories: Vroom's Expectancy Theory, Equity Theory, Goal Setting theory and Self-Regulation theory. Integration of theories. Giving Theory of motivation. Job Attitude: Positive Organizational Behaviour,
- Brief Introduction to Organizational Commitment, Organizational Citizenship Behaviour, Employee' engagement.

**Unit III Leadership and the Influence process.** **Credit 1**

- Conceptual Foundations: Leaders versus managers, Themes in Leadership: positional power, the leader, the led, the influence process, the situation, Leader emergence versus leader effectiveness. Theoretical Approaches: Trait approach, Behavioral approach, Power and influence approach, Leader-Member Exchange theory. The Situational Approach: Fiedler Hersen, Blenchard Situational Leadership and Path Goal theory. Transformational and Charismatic leadership. The Implicit Leadership Theory.

**Unit IV Organizational Psychology in the Indian context: Credit 1**

- Replication, disenchantment and integration.Indigenous Theories: Performance-Maintenance theory, Nurturant Task- participative (NT-P) Model of Leadership, Consultative Style of Management, Pioneering-Innovative Theory of Leadership. Sources of knowledge in the Indian tradition - The Bhagavad Gita, Arthashastra, Vidura Niti.

**Essential/Recommended Readings/Texts:**

1. Kangle, R. P. (2000). The Kauṭilīya Arthaśāstra (Part III). Motilal Banarsidass.
2. Pareek, U. (2007). Understanding organizational behaviour. Oxford University Press.
3. Sinha, J. B. P. (2008). Culture and organizational behavior. Sage Publications.
4. Pareek, U., & Gupta, R. K. (2010). Organizational behaviour. Tata McGraw-Hill.
5. Aamodt, M. G. (2016). Industrial/organizational psychology: An applied approach. Cengage Learning.
6. Muchinsky, P. M., & Culbertson, S. S. (2016). Psychology applied to work. Hypergraphic Press.
7. Vidura Nīti (Mahābhārata, Udyogaparva) (2nd ed.). (2017). Gītā Press.
8. Weerawardena, S. D., Priyasad, K. P. M., & Weerasinghe, T. D. (2018). Managing lives at work: Lessons from the Bhagavad Gītā.
9. Mukherjee, P. N., & Sengupta, C. (Eds.). Indigeneity and universality in social sciences: A South Asian response. Sage Publications.

**Difficulty Level 300-399**

**Credits – 4**
**Hours - 60**

## Minor 3.A.7: Educational Psychology

**Course objectives:**

1. To describe the meaning and processes of education in individual and social contexts within the Indian framework.
2. To compare and contrast various theoretical perspectives on cognition and learning in educational settings.
3. To analyze the role of intelligence, emotion, imagination, creativity, and self-processes in facilitating learning.
4. To evaluate the impact of social processes in classrooms and society on student learning outcomes.
5. To identify strategies for creating inclusive, emotionally secure, and democratic learning environments.

**Learning outcomes:**

After the completion of the course, the students will:

1. Understanding the meaning and processes of education at individual and social plains in the Indian context.
2. Demonstrating an appreciation of various theoretical perspectives on cognition and learning in educational contexts.
3. Developing insights into the facilitators of learning such as intelligence, emotion, imagination, creativity and self processes.
4. Understanding the social processes within the classroom and broader societal contexts that shape student's learning outcomes.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.7 | Educational Psychology | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction.** **Credit 1**

- Aims of education in relation to relationship of self, society and education, Education and self-knowledge: Becoming a reflective practitioner, Brief introduction to problems of schooling in contemporary India, Transformative education for individual and social change.

**Unit II Cognition and Learning:** **Credit 1**

- An overview of the key theoretical approaches: Behaviorism, Individual Constructivism, Social constructivism, Social Learning Theory. Indian perspectives: Learning through deep contemplation and purified perception, learning through silence, Mindfulness in learning.

**Unit III Learning and Motivation.** **Credit 1**

- Critical reflection on the folk understanding of 'intelligence', 'ability' and 'achievement' in contemporary India, Motivation and developmental dynamics, Creativity and Imagination, Learning Styles, Cooperative Learning, creating an emotionally secure classroom that encourages democracy, self-expression, and self-determination.

**Unit IV Education in the Indian Context: Credit 1**

- Understanding the curriculum of education; learner diversity and ableism, Understanding educational stress and anxiety, bullying, parental and peer pressure, Education, consumerism and the market, Enhancing mental health and well-being of learners and teachers, Education and technology in contemporary India.

**Essential/Recommended Readings/Texts:**


1. Krishnamurti, J. (1974). On education. Krishnamurti Foundation Trust.
2. Rogers, C. R. (1983). Freedom to learn in the 80s. Charles R. Merrill.
3. Bruner, J. (1996). The culture of education. Harvard University Press.
4. Badheka, G. (1997). Divaswapan. National Book Trust.
5. Huppes, N. (2001). Psychic education: A workbook. Sri Aurobindo Ashram.
6. National Council of Educational Research and Training (NCERT). (2006). Position paper: National focus group on aims of education. In National Curriculum Framework 2005. NCERT.
7. Kapur, M. (2007). Learning from children: What to teach them. Sage Publications.
8. Cornelissen, M., Misra, G., & Varma, S. (2010). Foundations of Indian psychology (Vol. 2). Pearson.
9. Woolfolk, A., Misra, G., & Jha, A. (2012). Fundamentals of educational psychology. Pearson.
10. Thapan, M. (Ed.). (2014). Ethnographies of schooling in contemporary India. Sage Publications.

**Difficulty Level 300-399**

**Credits – 4**
**Hours - 60**

## Minor 3.A.8: Contemplative Traditions and Practices of India

**Course objectives:**

1. To provide a comprehensive understanding of the major contemplative traditions of India, including their philosophical foundations, key texts, and core practices.
2. To enable engagement with central concepts and terminologies of Indian contemplative thought through both Sanskritic exegetical methods and contemporary psychological perspectives.
3. To cultivate experiential familiarity with selected contemplative practices and an understanding of their cognitive, emotional, and ethical dimensions.
4. To highlight the integrative relationship between theory and practice within Indian contemplative traditions.
5. To foster an interdisciplinary orientation that bridges textual study, conceptual analysis, and first-person experiential inquiry

**Learning outcomes:**

After the completion of the course, the students will:

1. Explain key contemplative concepts, practices, and frameworks across major Indian traditions with clarity and textual sensitivity.
2. Apply interdisciplinary approaches to interpret contemplative traditions, drawing from both Sanskrit studies and psychology.
3. Demonstrate reflective and methodical engagement with personal contemplative experiences using first-person methodologies.
4. Compare Indian contemplative models of mind and self with major paradigms in modern psychology.
5. Communicate informed, coherent perspectives—both oral and written—on contemplative practice as a means of inner transformation and human flourishing.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.1 | Contemplative Traditions and Practices of India | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Conceptual Foundations of Contemplation in Indian Thought. Credit 1**

- Meanings and scope of contemplation through key Sanskrit concepts such as dhyāna, tapas, bhāvanā, smṛti, upāsanā, and nididhyāsana; contemplation as sādhana aimed at knowledge, transformation, and freedom; Indian models of mind and consciousness (manas, buddhi, ahaṅkāra, citta); epistemological status of inner experience as pramāṇa; the role of śraddhā, viveka, and vairāgya; guru–śiṣya transmission and first-person inquiry as a method.

**Unit II Vedic and Upaniṣadic Roots of Contemplative Inquiry. Credit 1**

- Vedic notions of ṛta, tapas, and inwardized sacrifice (antar-yajña); movement from ritual action to reflective awareness; Upaniṣadic explorations of Ātman, Brahman, and self-knowledge; contemplative practices of upāsanā and nididhyāsana; symbolic

contemplations involving breath, sound, light, and silence; psychological implications of non-dual insight and inner freedom.

**Unit III Yoga Philosophy and Practice – Classical Foundations and Living Traditions. Credit 0.5**

- Sāṃkhya–Yoga worldview and its psychology of suffering and liberation; Pātañjala Yoga's understanding of citta, vṛtti, abhyāsa, and vairāgya; the aṣṭāṅga yoga as an integrated contemplative path; dhyāna and samādhi as experiential states; ethical discipline, self-regulation, and attention training; continuity of yogic ideas in modern yoga and contemporary contemplative practices.

**Unit IV Buddhist and Jaina Approaches to Mind and Awareness. Credit 0.5**

- Buddhist analysis of experience through impermanence, suffering, and non-self; mindfulness and insight practices (śamatha and vipaśyanā); cultivation of compassion, equanimity, and wisdom; Jaina practices of dhyāna and anuprekṣā emphasizing restraint and awareness; comparative psychological insights into desire, attention, and liberation; relevance to modern mental health and wellbeing.

**Unit V Embodied and Aesthetic Modes of Contemplation in Indian Traditions. Credit 1**

- Contemplation through body, movement, and rhythm; martial and performative traditions such as Kalaripayattu and Theyyam; folk dances, ritual movement, and embodied discipline; music, chant, and sound as contemplative technologies; cultivation of presence through posture, coordination, and sensory awareness; the body as a site of memory, meaning, and transformation.

**Suggestive Practicum**

*(Faculty to facilitate a minimum of two practicum experiments either from the delineated list below or through equivalent alternative activities. Each practicum group shall consist of 10–12 students.)*

- **Guided Contemplative Practice Sessions**
  Faculty-guided regular sessions involving selected contemplative practices such as meditation, *svādhyāya*, mantra chanting, basic *āsanas*, *prāṇāyāma*, periods of *mauna*, simple ritual engagements (such as *homa* observation or participation where feasible), and reflections on *sāttvika* lifestyle practices, with emphasis on observation, discipline, and continuity.

- **Field Visits to Living Contemplative Contexts**
  Organized visits to *gurukulas*, āśramas, monasteries, temples, or other spaces where contemplative traditions are actively lived through religious, philosophical, artistic, or cultural forms; students to document observations and prepare a small-group project reflecting on practices, pedagogy, and lived experience.

- **Textual Exposure and Reflective Engagement**
  Guided reading or exposure to selected contemplative texts from different traditions; preparation of concise summaries highlighting key ideas and practices; student presentations followed by faculty-facilitated discussion linking textual insights with experiential understanding.

- **Student-Led Workshops and Seminars**

Planning and conduct of short workshops or seminars by students on selected themes within the contemplative knowledge landscape; activities may include demonstrations of practices, thematic discussions, or integrative reflections; emphasis on clarity of communication, peer learning, and reflective engagement.

**Essential/Recommended Readings/Texts:**


1. Huxley, A. (1945). The perennial philosophy. Barnes & Noble.
2. Radhakrishnan, S. (1951). Indian philosophy (Vols. 1–2). George Allen & Unwin.
3. Krishnamurti, J. (1999). The light in oneself. Shambhala.
4. Chinmayananda, S. (2002). Meditation and life. Central Chinmaya Mission Trust.
5. Norbu, C. N. (2002). An introduction to the practice of contemplation (A. Costantino, Ed.). Shang Shung Edizioni.
6. Aurobindo, S. (2005). The synthesis of yoga. Sri Aurobindo Ashram Press.
7. Peperzak, A. T. (2006). Thinking: From solitude to dialogue and contemplation. Fordham University Press.
8. Vivekananda, S. (2006). Rāja yoga. Advaita Ashrama.
9. Watts, A. (2006). Eastern wisdom, modern life: Collected talks, 1960–1969.
10. Bharata, P. (Ed.). (2007). The contemplative life in different religious traditions. Advaita Ashrama.
11. Dayananda Saraswati, S. (2007). Meditation: An inquiry into the Self. Arsha Vidya Gurukulam.
12. Feuerstein, G. (2008). The yoga tradition: Its history, literature, philosophy and practice. Motilal Banarsidass.
13. Kelly, B. D. (2012). Contemplative traditions and meditation. In L. J. Miller (Ed.), Oxford handbooks. Oxford University Press.
14. Barbezat, D. P., & Bush, M. (2013). Contemplative practices in higher education. John Wiley & Sons.
15. Walker, M. D. (2018). Aristotle on the uses of contemplation. Cambridge University Press.

**Difficulty Level 300-399**

**Credits – 4**
**Hours - 60**

## Minor 3.A.9: Cultural Orientation to Counselling

**Course objectives:**

1. To develop a comprehensive understanding of how culture influences behavior and counseling.
2. To apply culturally responsive techniques in real-world counseling situations.
3. To examine the ethical challenges and social justice issues involved in culturally competent counseling practices.

**Learning outcomes:**

After the completion of the course, the students will:

1. Explain and describe the bidirectional relationship between culture and behaviour in counseling context
2. Identify cross-cultural variation in interpersonal communication, mental health and well-being.
3. Analyze culturally responsive techniques in counseling
4. Examine the complexities of ethics in counselling through case analysis and role-plays.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.9 | Cultural Orientation to Counselling | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Culture and Human Behaviour:** **Credit 1**

- What is culture, definitions, components, Cultural influence on cognition, emotion and behaviour. Personality and psychopathology from a multicultural perspective. Cross-cultural variations in mental health and wellness.

**Unit II Multi-cultural counselling.** **Credit 1**

- Multicultural counselling definition, goals, multi-cultural competencies, incorporating culture in counselling practice, Stereotyping, prejudice, and discrimination in counseling settings, Cultural biases and their impact on diagnosis and treatment, Understanding microaggressions and their role in counselling, role of caste, religion, race, ethnicity, gender, sexual orientation, and socioeconomic status in counselling, Case studies of culturally diverse client scenarios.

**Unit III Ethical considerations in culturally diverse counseling contexts.** **Credit 1**

- assessment issues in multicultural mental health work, working with immigrant, refugee, and indigenous populations, impact of migration, acculturation, and assimilation on mental health, Addressing social justice and advocacy in counselling.

**Unit IV Indigenous healing practices:** **Credit 1**

- Cultural significance of indigenous healing systems, Healing traditions in India, role of spirituality, community and nature in indigenous healing practices.

**Essential/Recommended Readings/Texts:**

1. Cornish, J. A. E., Schreier, B. A., Nadkarni, L. I., Metzger, L. H., & Rodolfa, E. R. (Eds.). (2010). Handbook of multicultural counseling competencies. Wiley.
2. Pedersen, P. B., Draguns, J. G., Lonner, W. J., & Trimble, J. E. (2014). Counseling across cultures (7th ed.). Pearson.
3. Atkins, L., & Murphy, A. (2015). Cultural issues in psychology and counseling. McGraw-Hill.
4. Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2015). Multicultural and social justice counseling competencies. American Counseling Association.
5. Capuzzi, D., & Stauffer, M. D. (Eds.). (2016). Counseling and psychotherapy: Theories and interventions (6th ed.). American Psychological Association.
6. Sue, D. W., & Sue, D. (2016). Counseling the culturally diverse: Theory and practice (7th ed.). Wiley.
7. Hays, P. A. (2016). Addressing cultural complexities in practice: Assessment, diagnosis, and therapy. American Psychological Association.

**Difficulty Level 300-399**

**Credits – 4**
**Hours - 60**

# Minor 3.A.10: Yoga and Neuroscience

**Course objectives:**

1. To introduce students to the foundational concepts of neuroscience relevant to understanding mind, brain, and behavior.
2. To examine classical Yogic models of mind, consciousness, and transformation in dialogue with contemporary neuroscience.
3. To develop an interdisciplinary understanding of how yogic practices influence neural processes, cognition, emotion, and wellbeing.
4. To familiarize students with scientific methods and research approaches used to study yoga and contemplative practices.
5. To critically evaluate claims, applications, and limitations of neuroscience-informed yoga practices.
6. To cultivate an integrative perspective that bridges textual knowledge, empirical findings, and lived experience.

**Learning outcomes:**

After the completion of the course, the students will:

1. Explain basic neuroanatomy and neurophysiology relevant to cognition, emotion, and self-regulation.
2. Describe Yogic models of mind (citta, vṛtti, saṃskāra, kleśa) and relate them to neuroscientific constructs.
3. Interpret current neuroscientific research on meditation, yoga, breath, and attention with conceptual clarity.
4. Compare first-person Yogic approaches to consciousness with third-person neuroscientific methodologies.
5. Critically assess popular and clinical applications of yoga in mental health and wellbeing.
6. Articulate informed interdisciplinary perspectives on mind–brain–consciousness relationships.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.10 | Yoga and Neuroscience | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Yoga and Neuroscience – Scope and Frameworks. Credit 0.5**

- Yoga as a system of self-transformation; neuroscience as the scientific study of the nervous system; historical separation and contemporary convergence of Yogic and neuroscientific approaches; first-person and third-person methodologies; scope, relevance, and challenges of interdisciplinary dialogue; ethical considerations in research and application.

**Unit II Foundations of Neuroscience for Understanding Yoga. Credit 0.5**

- Structure and function of the nervous system; neurons, synapses, and neurotransmitters; brain regions involved in attention, emotion, memory, and self-regulation; autonomic

nervous system and stress response; neuroplasticity and learning; basic principles of brain–body interaction.

**Unit III Buddhist and Jaina Approaches to Mind and Awareness. Credit 1**

- Buddhist analysis of experience through impermanence, suffering, and non-self; mindfulness and insight practices (śamatha and vipaśyanā); cultivation of compassion, equanimity, and wisdom; Jaina practices of dhyāna and anuprekṣā emphasizing restraint and awareness; comparative psychological insights into desire, attention, and liberation; relevance to modern mental health and wellbeing.

**Unit IV Neural Correlates of Yogic and Meditative Practices. Credit 0.5**

- Neuroscience of meditation and mindfulness; brain networks involved in attention and self-awareness; effects of āsana, prāṇāyāma, and meditation on autonomic balance; EEG, fMRI, and other research tools used in yoga studies; changes in stress markers, emotional regulation, and cognitive flexibility.

**Unit V Breath, Emotion, and Regulation – Yoga Meets Affective Neuroscience. Credit 1**

- Yogic understanding of prāṇa and breath regulation; neural mechanisms of breathing and vagal tone; emotion regulation and interoception; impact of yogic breathing on anxiety, mood, and resilience; trauma, stress, and self-regulation from yogic and neuroscientific perspectives.

**Unit VI Applications, Limitations and Future Directions. Credit 0.5**

- Yoga and neuroscience in mental health, education, and wellbeing; clinical and non-clinical applications; issues of reductionism, over-claiming, and cultural context; integration of traditional knowledge and modern science; future research directions; ethical and pedagogical implications.

**Essential/Recommended Readings/Texts:**

**Classical Yogic Sources (in Translation)**

1. Patañjali. (2013). The Yoga Sūtras of Patañjali with Vyāsa Bhāṣya (S. Tola & C. Dragonetti, Trans.). Motilal Banarsidass.
2. Vyāsa. (2013). Vyāsa Bhāṣya on the Yoga Sūtras of Patañjali (S. Tola & C. Dragonetti, Trans.). Motilal Banarsidass.
3. Vyāsa. (2015). The Bhagavad Gītā (S. Radhakrishnan, Trans.). HarperCollins.
4. Svātmārāma. (2002). Haṭha Yoga Pradīpikā (B. K. S. Iyengar, Trans.). Motilal Banarsidass.Rathore, B. (2024). Strategic media planning and buying: Integration of traditional and digital media (South Asia ed.). Routledge India Original.

**Contemporary Yoga and Indian Psychology**

1. Satchidananda, S. (2012). The Yoga sūtras of Patañjali. Integral Yoga Publications. (Original work composed ca. 2nd century BCE–4th century CE)
2. Vivekananda, S. (2013). Rāja yoga. Advaita Ashrama. (Original work published 1896)
3. Iyengar, B. K. S. (2005). Light on yoga: Yoga dīpikā (Rev. ed.). HarperCollins.
4. Aurobindo, S. (2005). The synthesis of yoga. Sri Aurobindo Ashram Press.

**Neuroscience and Contemplative Science**

1. Bear, M. F., Connors, B. W., & Paradiso, M. A. (2016). Neuroscience: Exploring the brain (4th ed.). Wolters Kluwer.
2. Kandel, E. R., Koester, J. D., Mack, S. H., & Siegelbaum, S. A. (2021). Principles of neural science (6th ed.). McGraw-Hill.

3. Davidson, R. J., & Begley, S. (2012). The emotional life of your brain: How its unique patterns affect the way you think, feel, and live—and how you can change them. Hudson Street Press.
4. Newberg, A., & Waldman, M. R. (2009). How God changes your brain: Breakthrough findings from a leading neuroscientist. Ballantine Books.
5. Doidge, N. (2007). The brain that changes itself: Stories of personal triumph from the

# FOURTH YEAR: MINOR PAPERS

**Difficulty Level 400-499**

**Credits – 4**
**Hours - 60**

## Minor 4.A.1: Performance Management and Career Development

**Course Objectives:**

1. To equip students with comprehensive knowledge about performance management.
2. To know about the performance appraisal processes.
3. To learn about different career development interventions.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Know about the process and implementation of performance management system.
2. Develop practical skills on performance appraisal methods.
3. Develop either suitable strategies & policies for performance management for the subordinates or prepare modules for career development interventions.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 4.A.1 | Performance Management and Career Development | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Performance management.** **Credit 1**

- Characteristics, Objectives and Principles of Performance Management.
- Performance Appraisal to Performance Management.
- Challenges to Performance Management.

**Unit II Performance Management System and Planning.** **Credit 1**

- Objectives, Functions, Characteristics of effective PMS.
- Competency based PMS.
- Electronic Performance Management.
- Importance & Methodologies of Performance Planning.
- Process & Barriers to Performance Planning.
- Competency Mapping.
- Methods of Competency Mapping.

**Unit III Performance Appraisal Process.** **Credit 1**

- Approaches.
- Methods.
- Common Rating Errors Performance Monitoring.
- Ongoing Mentoring and Protege Development.
- Performance Management linked Reward System.
- Factors affecting PM.

**Unit IV Performance Counselling and Career Development. Credit 1**

- Principles & Skills of Performance Counselling.
- Performance Counselling for higher job performance.
- Career Development Interventions.

**Essential/Recommended Readings/Texts:**


1. DeNisi, A, (2003), *A cognitive approach to performance appraisal*, London: Routledge
2. Armstrong, M, & Baron, A, (2005), *Managing performance: performance management in action*, London: CIPD Publishing.
3. Varma, A, Budhwar, P S, & DeNisi, A S (Eds.), (2008), *Performance management systems*, London: Routledge.
4. DeNisi, A S, & Dean, A B, (2009), *Praise for performance management*, Oxford: Wiley Blackwell.
5. Arulmani, G, Bakshi, A J, Leong, F T, & Watts, A G, (2014), *Handbook of career development: International perspectives*, New York: Springer.
6. Helmold, M, & Samara, W, (2019), *Progress in performance management*, Cham: Springer International Publishing.
7. McDonald, K S, & Hite, L M, (2023), *Career development: A human resource development perspective*, London: Routledge.

**Difficulty Level 400-499**

**Credits – 4**
**Hours - 60**

## Minor 4.A.2: Advanced Counselling Skills

**Course Objectives:**

1. To introduce the essential skills necessary to carry out the process of counselling with hands on training through case analyses and role-plays.
2. Examine and practice essential counselling skills that a counselor needs to be trained in for effective client-counsellor relationship.
3. Develop awareness of multi-cultural counselling competence.
4. Obtain exposure to cutting-edge therapeutic approaches that are globally used, but generally not included within traditional counseling theories

**Learning Outcomes:**

After the completion of the course, the students will:

1. Describe and explain the counselling process and the required skills for a counselor.
2. Demonstrate the practice of essential counselling skills necessary for client-counsellor relationship.
3. Examine the relevance of multi-cultural counselling and other cutting-edge therapeutic approaches that are globally used.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 4.A.2 | Advanced Counselling Skills | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Counselling micro-skills.** **Credit 1**

- Rapport formation.
  - Art of questioning.
  - Empathy.
  - Active listening.
  - Verbal and non-verbal skills.
- Use of minimal encouragers.
  - Paraphrasing.
  - Reflecting.
  - Mirroring.
  - Summarizing.
  - Challenging and confronting skills.
- Body language (SOLER, gesture, touch, tone of voice)
- Conveying unconditional positive regard and congruence (self-disclosure, immediacy, enhancing responses)

**Unit II Process based counselling skills.** **Credit 1**

- Setting counselling goals.
- Assessing client problems.

- Planning interventions.
- Maintaining professional boundaries.
- Termination and referral skills.

**Unit III Therapist's self and Multi-cultural counselling skills. Credit 1**

- Self-awareness.
- Open-mindedness.
- Objectivity.
- Presence.
- Warmth.
- Intuition in counsellors.
- Multi-cultural counselling.
- Goals.
- Multi-cultural competencies.
- Incorporating culture in counselling practice.

**Unit IV Contemporary therapeutic approaches and skills. Credit 1**

- Mindfulness based approach.
- Dialectical Behaviour Therapy.
- Acceptance-Commitment Therapy.
- Somatic therapy (Levine) and EMDR (Eye movement desensitization and reprocessing by Shapiro)

**Essential/Recommended Readings/Texts:**


1. Sommers-Flanagan, J, & Sommers-Flanagan, R, (2004), *Counseling and psychotherapy theories in context and practice: Skills, strategies and techniques*, Hoboken: John Wiley and Sons.
2. Nelson-Jones, R, (2005), *Practical counselling and helping skills*, Thousand Oaks: Sage.
3. Hackney, H L, & Cormier, S, (2009), *The professional counselor: A process guide to helping*, Upper Saddle River: Pearson.
4. Hough, M, (2010), *Counselling skills and theory*, London: Hodder Education.
5. Prout, T A, & Wadkins, M J, (2014), *Essential interviewing and counselling skills: An integrated approach to practice*, New York: Springer.
6. Ratts, M J, et al, (2015), *Multicultural and social justice counseling competencies*, Alexandria: American Counseling Association.
7. Evans, T, (2015), *Counselling skills for becoming a wiser practitioner: Tools, techniques and reflections for building practice wisdom*, London: Jessica Kingsley Publishers.
8. Tinsley, H E A, Lease, S H, & Giffin Wiersma, N S (Eds.), (2015), *Contemporary theory and practice in counseling and psychotherapy*, Thousand Oaks: Sage.
9. Capuzzi, D, & Stauffer, M D (Eds.), (2016), *Counselling and psychotherapy: Theories and interventions*, Washington DC: American Psychological Association.
10. Gladding, S T, (2018), *Counselling: A comprehensive profession*, New Delhi: Pearson.
11. Ivey, A E, Ivey, M B, & Zalaquett, C P, (2018), *Intentional interviewing and counseling: Facilitating client development in a multicultural society*, Boston: Cengage.
12. Neukrug, E (Ed.), (2020), *Contemporary theories in counseling and psychotherapy*, San Diego: Cognella Academic Publishing.

**Difficulty Level 400-499**

**Credits – 4**
**Hours - 60**

## Minor 4.A.3: Happiness and Well-being in Sanskrit Literature

**Course Objectives:**

1. To introduce students to classical Sanskrit understandings of happiness (Sukha), well-being, and fulfillment (Ānanda).
2. To explore literary, philosophical, and ethical perspectives on happiness across major Sanskrit texts.
3. To relate Sanskrit insights on well-being to contemporary psychological ideas of happiness and mental health.
4. To encourage reflective engagement with classical wisdom for everyday life and personal growth.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain key Sanskrit concepts related to happiness and well-being using appropriate terminology.
2. Identify and interpret selected passages from Sanskrit literature that address human flourishing.
3. Compare Sanskrit perspectives on happiness with modern psychological approaches.
4. Reflect critically on the relevance of classical ideas of well-being in contemporary life.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 4.A.3 | Happiness and Well-Being in Sanskrit Literature | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Concepts of Happiness in Sanskrit Thought.** **Credit 1**

- Meaning and nuances of Sukha, Duḥkha, Ānanda, Śānti, and Prasāda.
- Happiness as pleasure, balance, and inner clarity.
- Distinction between sensory happiness and deeper well-being.
- Overview of happiness in relation to puruṣārthas (dharma, artha, kāma, mokṣa).
- Concepts of happiness from *Taittirīya Upaniṣad* (Ānanda-vallī) and *Kaṭha Upaniṣad* (śreyaḥ vs. preyaḥ)

**Unit II Happiness, Ethics, and Right Living.** **Credit 1**

- Selections from the Bhagavadgītā (Chapter 2 and Chapter 12) and Nītiśataka of Bhartṛhari.
- Ethical foundations of well-being: dharma and ācāra.
- Role of virtues such as satya, dayā, kṣamā, and santoṣa.
- Happiness through moderation and self-discipline.
- Nīti literature as a guide to everyday happiness.

**Unit III Happiness and Well-being in Classical Sanskrit Literature.** **Credit 1**

- Concept of happiness in the Rāmāyaṇa
- Significance of happiness in the Mahābhārata

- Happiness in the Purāṇas and its various expressions and terminologies
- Naṭyaśāstra's perspectives of happiness with examples from works of Kālidāsa.

**Unit IV Happiness and Well-being in Darśanas and Ayurveda. Credit 1**

- Definitions and causes of happiness in the six āstika schools.
- Definitions and causes of happiness and sorrow in the six nāstika schools.
- Concept of happiness and well-being in Ayurveda.

**Essential/Recommended Readings/Texts:**


1. Vālmīki, (Critical ed.), *Rāmāyaṇa*, Baroda: Oriental Institute.
2. Mahābhārata, (Critical ed.), *Mahābhārata*, Pune: Bhandarkar Oriental Research Institute.
3. Patañjali, *Yoga-sūtra with Vyāsa-bhāṣya*, (G Jha, Trans.), Delhi: Motilal Banarsidass.
4. Olivelle, P, (1998), *The early Upaniṣads: Annotated text and translation*, Oxford: Oxford University Press.
5. Radhakrishnan, S, (1953), *Indian philosophy*, Vols 1–2, London: George Allen & Unwin.
6. Salagame, K K, (2003), An Indian conception of well being, in J Henry (Ed.), *European positive psychology proceedings*, Leicester: British Psychological Society.
7. Bharata, (2006), *Nāṭyaśāstra*, (M R Kale, Trans.), Delhi: Motilal Banarsidass.
8. Rao, K R, Paranjpe, A C, & Dalal, A K, (2008), *Handbook of Indian psychology*, Cambridge: Cambridge University Press.
9. Bhagavadgītā, (2011), *With Śaṅkarācārya's bhāṣya*, Kolkata: Advaita Ashrama.
10. Bhartṛhari, (2011), *Nītiśataka*, Sanskrit text with commentary, Varanasi: Chaukhambha Orientalia.
11. Caraka Saṃhitā, (2011), *With Cakrapāṇidatta's Āyurveda-dīpikā commentary*, Y T Ācārya (Ed.), Varanasi: Chaukhambha Surbharati Prakashan.
12. Banavathy, V K, & Choudry, A, (2014), Understanding happiness: A Vedantic perspective, *Psychological Studies*, 59, 141–152.
13. Choudry, A, & Vinayachandra, B K, (2015), Understanding happiness: The concept of sukha as excellent space, *Psychological Studies*, 60, 356–367.
14. Narayana, N S S, Choudry, A, & Vinayachandra, B K (Eds.), (2017), *Happiness – Indian perspectives*, Bangalore: Development Foundation.
15. Gotise, P, & Upadhyay, B K, (2018), Happiness from ancient Indian perspective: Hitopadeśa, *Journal of Happiness Studies*, 19, 863–879.
16. Nagar, I, (2018), Self-regulation for sustaining happiness and well-being: An Indian perspective, *Psychological Studies*, 63, 181–186.
17. Dutta, G, Misra, G, & Gupta, S, (2019), *Handbook of positive psychology and Indian thought systems*, Singapore: Springer.
18. Misra, G, Pandey, N M, & Mishra, V, (2024), Indigenous perspectives on happiness: Insights from Indian traditions, in *Emotions in cultural context*, Cham: Springer International Publishing.

**Difficulty Level 400-499**

**Credits – 4**
**Hours - 60**

## Minor 4.A.4: Tantrayukti: Classical Methods for Organizing Thought and Discourse

**Course Objectives:**

1. Develop a foundational understanding of Indian textual methodology.
2. Explore the building blocks and logical devices used in classical text construction.
3. Introduce Tantrayuktis as a tool for interdisciplinary application.
4. Identify defects and merits in textual or content creation through classical criteria.
5. Encourage critical application of ancient Indian frameworks in contemporary domains.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Decode and apply Tantrayukti-based structures in classical and modern texts.
2. Evaluate academic, journalistic, or legal content using Indian epistemological tools.
3. Enhance clarity, precision, and rigor in writing and argumentation.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Minor 4.A.2 | Tantrayukti: Classical Methods for Organizing Thought and Discourse | 02 | 01 | 01 | 04 |

**Details of Course:**

**Unit I Organization of Knowledge in Indian Tradition. Credit 1**

- Importance of organizing knowledge for preservation and transmission.
- Types of Sanskrit texts and their structure: Sūtra, Bhāṣya, Vārttika, Kārikā, Vyākhyā.
- Seeds of thoughts: Vṛtti, Praśna, Uttara, Adhikaraṇa.
- Hypothesis framing: Pañcāvayava-vākya.
- Tools for defining scope and theme: Tatparyanirṇaya, Doṣas like Avyāpti.

**Unit II Introduction to Tantrayukti: History, Components and Purpose. Credit 1**

- Definition and function of Tantrayukti.
- Key categories: Tantrasampat (foundational devices), Tantraguṇa (positive traits), Tantradoṣa (textual flaws)
- Historical application in disciplines: Arthaśāstra, Ayurveda, Purāṇas, Tantraśāstras.
- Evidence of usage in Tamil traditions (1900+ years)

**Unit III Tantrayuktis: Categorization and Definitions. Credit 1**

- Classification: 32 to 36 Tantrayuktis.
- Thematic categorization:
    1. Content creation - 11 Yuktis.
    2. Structural organization - 12 Yuktis.
    3. Language refinement - 9 Yuktis.

- Detailed study of selected Yuktis with examples from various texts.

**Unit IV Modern Relevance and Application. Credit 1**

- Applying Tantrayuktis to contemporary writings: journalism, academic papers, legal documents.
- How Tantrayukti can inform public policy, content moderation, and ethics.
- Integrating ancient logic into curriculum design and pedagogy.
- Possibilities for a global methodology
- Scope for further research and innovation.

**Essential/Recommended Readings:**


1. Jha, G, (1916), *The Purva Mīmāṃsā Sūtras of Jaimini*, selected chapters with commentary, Bhuvaneswari Asrama: Digital Library of India.
2. Jha, G, (1918), *The Principles of Mīmāṃsā*, Poona: Oriental Book Agency.
3. Jha, G, (1933–1936), *Śābarabhāṣya: Commentary on the Purva Mīmāṃsā Sūtra of Jaimini*, Vols 1–3, Vadodara: Oriental Institute.
4. Sandal, M L (Trans.), (1974), *The Purva Mīmāṃsā Sūtras of Jaimini*, Sanskrit and English, New York: AMS Press.
5. Coward, H, (1988), *Scripture in the World Religions*, Columbia: University of South Carolina Press.
6. Sharma, P V, (1995), *Caraka Saṃhitā*, text with English translation, Vimānasthāna Chapter 8 Tantrayukti, Varanasi: Chaukhambha Orientalia.
7. Gambhirananda, Swami, (2000), *Bhagavad Gītā with the commentary of Śaṅkarācārya*, Kolkata: Advaita Ashrama.
8. Sharma, R K, & Dash, B, (2001), *Caraka Saṃhitā*, English translation and commentary, Varanasi: Chaukhambha Orientalia.
9. Patwardhan, K B, (2005), Articles on Tantrayukti and Ayurvedic methodology, *Journal of Ayurveda and Integrative Medicine.*
10. Kangle, R P, (2010), *Kauṭilīya Arthaśāstra*, Tantrayukti essential readings, Delhi: Motilal Banarsidass.
11. Cornelissen, R M, Misra, G, & Varma, S, (2014), *Foundations of Indian Psychology*, Vol 1 Theories and concepts, New Delhi: Pearson Education India.
12. Hiriyanna, M, (2015), *Essentials of Indian Philosophy*, Delhi: Motilal Banarsidass.
13. Matilal, B K, (1985), *The Character of Logic in India*, Oxford: Oxford University Press.
14. Rao, K R, (2016), *Foundations of Indian Psychology*, New York: Springer.

## Minor 4.A.5: Sanskrit Aesthetics and Rasa Theory

**Course Objectives:**

1. To provide a comprehensive introduction to Sanskrit aesthetics and literary theory.
2. To understand the origin and evolution of Rasa theory in classical Sanskrit texts.
3. To examine the application of Rasa in literature, drama and performance traditions.
4. To explore contemporary interpretations and interdisciplinary relevance of Rasa aesthetics.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain foundational principles of Sanskrit literary aesthetics.
2. Interpret and apply Rasa theory in analyzing classical and modern texts.
3. Critically assess literary and dramatic works through the lens of Rasa.
4. Compare traditional Rasa theory with contemporary approaches in literature, cinema and performance.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 4.A.4 | Sanskrit Aesthetics and Rasa Theory | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Sanskrit Aesthetics. Credit 1**

- **Themes**: Historical evolution of aesthetics (Alaṅkāraśāstra), definitions of kāvya and the role of beauty (saundarya) in Sanskrit poetics.
- **Key Concepts**: Kāvya, Alaṅkāra, Dhvani, Vakrokti, Rīti.

**Unit II Rasa Theory - Foundations and Development. Credit 1**

- **Themes**: Origin of Rasa theory in *Nāṭyaśāstra*, eight (later nine) Rasas, components of Rasa-vibhāva, anubhāva, vyabhicāri bhāva.
- **Development**: Contributions by Abhinavagupta and other commentators.

**Unit III Rasa in Literature and Performance. Credit 1**

- **Themes**: Practical illustrations of Rasa in classical poetry and drama.
- **Application**: Analysis of Śṛṅgāra, Karuṇa and Vīra Rasas in Kalidasa's works.

**Unit IV Contemporary Perspectives on Rasa Theory. Credit 1**

- **Themes**: Relevance of Rasa theory in modern literary criticism, film and media.
- **Comparative Lens**: Interaction of Rasa with Western aesthetics, psychology of emotion and reader-response theory.
- **Contemporary Applications**: Indian cinema, theatre, visual art.

**Essential/Recommended Readings/Texts:**

1. Bharata, *Nāṭyaśāstra* (M. Ghosh or P. V. Kane, Trans.)
2. Raghavan, V., *The rasa theory*.
3. Gnoli, R., *Aesthetic experience according to Abhinavagupta*.

4. Bhāmaha, *Kāvyālaṅkāra* (S. K. De, Trans.).
5. Seturaman, V. S., *Indian aesthetics: An introduction.*
6. Pollock, S., *Rasa in theory and practice* [Selected essays]

**Difficulty Level 400-499**

**Credits – 4**
**Hours - 60**

## Minor 4.A.6: The Ideal of Governance (Kaccit-Sarga of Rāmāyaṇa)

**Course Objectives:**

1. To understand the vision of ideal governance as exemplified by Śrī Rāma, while studying and internalising key administrative and ethical principles.
2. To develop proficiency in reciting and analysing the original Sanskrit verses through Pāṇinian grammar.
3. To reflect on the relevance of Rāmarājya in contemporary governance.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the historical, cultural and political significance of the Kacchit Sarga, outlining Rāma's vision of ideal governance.
2. Recite and interpret the 100th chapter of Ayodhyākāṇḍa (Kacchit Sarga) with accurate pronunciation, understanding of meaning and application of basic grammatical analysis.
3. Analyse key Sanskrit grammatical structures (Sandhi, Samāsa, Dhātu, Lakāra) present in the ślokas and demonstrate proficiency in parsing Sanskrit verses.
4. Apply the principles of Rāmarājya to critically evaluate and suggest frameworks for ethical leadership and governance in contemporary contexts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Minor 4.A.5 | The Ideal of Governance (Kaccit-Sarga of Rāmāyaṇa) | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Context and Foundations of Kacchit Sarga.** **Credit 1**

- Historical setting: Ayodhyākāṇḍa and its turning points.
- Importance of Kacchit Sarga in governance discourse.
- Daily Pārāyaṇa practice: Recitation of initial ślokas.
- King's personal excellence: Education, character and self-control.
- Grammatical focus: Sandhi identification, basic compounds and introduction to Lakāra-s (tenses/moods)

**Unit II Administration, Ministers and Justice.** **Credit 1**

- Selection and training of ministers.
- Judiciary: Dispensation of justice, non-corruption and public grievance system.
- Economic measures: Trade, agriculture and resource management.
- Pārāyaṇa: Selected ślokas with chanting and meaning.
- Grammatical focus: Dhātu analysis, Lakāra-s and Samāsa exercises.

**Unit III Welfare, Security and Diplomacy.** **Credit 1**

- Citizen welfare and social responsibility of the King.
- Military organization and internal security.

- Ethical foreign policy and strategic alliances.
- Pārāyaṇa: ślokas with chanting, meaning and discussions.
- Grammatical focus: Advanced Samāsa analysis, syntax of long sentences, participles.

**Unit IV Reflections and Contemporary Relevance. Credit 1**

- Summarizing Rāma's advice to Bharata (Kacchit Sarga as a whole)
- Comparative study with modern governance principles.
- Student reflections: Essays and presentations.
- Final full Pārāyaṇa: Recitation of the entire 100th Sarga.
- Grammatical focus: Revision and full parsing of select key verses.

**Essential/Recommended readings/Texts:**

1. Vālmīki, Mahārṣi (1960). *The Vālmīki Rāmāyaṇa: Critical Edition (Ayodhyākāṇḍa)*. Baroda: Oriental Institute.
2. Govindarāja, Śrī (2005). *Bhūṣaṇam Commentary on Śrīmad Vālmīki Rāmāyaṇam (Ayodhyākāṇḍa)*. Varanasi: Chowkhamba Sanskrit Series.
3. Vālmīki, Mahārṣi (2011). *Śrīmad Vālmīki Rāmāyaṇam (Ayodhyākāṇḍa, Sarga 100 – Kacchit Sarga)*. Gorakhpur: GītāPress.

**Additional Readings:**

1. Ghoshal, U. N. (1959). *A History of Indian Political Ideas*. London: Oxford University Press.
2. Raghavan, V. (1975). *The Concept of Rāmarājya*. New Delhi: Rashtriya Sanskrit Sansthan.
3. Vidyabhushana, S. C. (1978). *A Short History of Sanskrit Literature*. Delhi: Motilal Banarsidass.
4. Kangle, R. P. (1992). *The Kauṭilīya Arthaśāstra, Part III: A Study*. Delhi: Motilal Banarsidass.
5. Hiriyanna, M. (1993). *Indian Conception of State and Ruler*. Mysore: Kavyalaya Publications.
6. Radhakrishnan, S. (1998). *The Ramayana as a Philosophy of Life*. Mumbai: Bharatiya Vidya Bhavan.
7. Boesche, Roger. (2002). *The First Great Political Realist: Kautilya and His Arthashastra*. Lanham: Lexington Books.
8. Sen, Amartya. (2009). *The Idea of Justice*. Cambridge: Harvard University Press.
9. Olivelle, Patrick. (2013). *King, Governance and Law in Ancient India: Kauṭilya's Arthashastra*. New Delhi: Oxford University Press.
10. Shourie, Arun. (2019). *Governance and the Sceptre of Rāma (Essays)*. New Delhi: Harper Collins.

**Difficulty Level 400-499**

**Credits – 4**
**Hours - 60**

## Minor 4.A.7: Avadhānam: Attention & Creativity

**Course objectives:**

1. To introduce the tradition of Avadhānam as a classical Indian practice of sustained, distributed, and creative attention.
2. To examine attention as a cognitive, cultural, and aesthetic capacity from both Indian knowledge systems and modern psychology.
3. To explore the relationship between attention, memory, imagination, and creativity.
4. To familiarize students with the structure, disciplines, and constraints involved in Avadhāna performance.
5. To relate Avadhānam to contemporary understandings of multitasking, flow, and creative cognition.
6. To cultivate disciplined attentional habits and creative responsiveness in academic and everyday contexts.

**Learning outcomes:**

After the completion of the course, the students will:

1. Describe the historical, cultural, and performative dimensions of Avadhānam.
2. Explain key psychological processes underlying attention, memory, and creative expression.
3. Analyze Avadhānam as a structured practice of distributed attention and real-time creativity.
4. Compare Indian and modern psychological models of attention and creative cognition.
5. Critically evaluate claims around multitasking, concentration, and creativity.
6. Demonstrate improved attentional awareness and reflective insight through guided exercises.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 4.A.7 | Avadhānam: Attention & Creativity | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Attention and Avadhānam – Origins, Meaning, and Cultural Context. Credit 0.5**

- Attention in modern psychology.
- Scope of attention.
  - Sustained attention.
  - Divided attention.
  - Vigilance.
  - Factors influencing attention.
- Etymology and meaning of *avadhāna*.
- Historical development of *Avadhānam* in Sanskrit and regional literary traditions.
- Types of *Avadhāna* (Sāhityāvadhāna, Aṣṭāvadhāna, Śatāvadhāna)

- Role of the *Avadhāni*, *pṛcchakas*, and audience.
- *Avadhānam* as a living cultural and cognitive tradition.

**Unit II Attention in Indian Thought and Practice. Credit 0.5**

- Concepts of attention and awareness in Indian philosophy.
- *Manas*, *Buddhi*, *Citta* and *Citta Vṛitti*.
- *Chitta Bhūmi; Dhāraṇā, Dhyāna*, and *Ekāgratā*
- Attention in Yoga and aesthetic theory.
- Cultivation of attentional stability and flexibility.
- Memory (*Smṛti*) and imagination (*Pratibhā*) in creative processes.

**Unit III Dhāraṇā and Memory: Cognitive Foundations of Avadhānam. Credit 1**

- *Avadhānam* and focus, mindfulness.
- Attention in everyday life.
- Vigilant mind, memory and *avadhāna*.
- *Avadhāna kalā* and literary accomplishments.
- Dhāraṇā:
- Memory and its bearing on *Avadhānam*.
    - Introduction.
    - Memory as understood by Indian Thinkers.
    - Modern understanding of Memory:
        - Types of Memory.
        - Memory and Sleep.
        - Virtual Memory and Artificial Intelligence.
        - Associative Memory.
    - The Role of Memory in Avadhānam.
    - Role of Respite.
    - Other Nuances regarding Memory in Avadhānam.
    - Natural Enhancers of Memory.
    - *Dvyavadhānam*.
    - Modern Techniques to Improve Memory.
    - Eka-sandhā-grahaṇa.
- Conclusion.

**Unit IV Avadhānam as Cognitive and Creative Performance. Credit 0.5**

- Structure and rules of an *Avadhāna* performance.
- Attentional switching.
- Constraint-based creativity and improvisation.
- Linguistic, Mnemonic, and Rhythmic demands.
- Error detection and self-monitoring.
- Parallels with contemporary performance psychology and cognitive science.

**Unit V Training Attention and Creativity - Practices and Pedagogy. Credit 1**

- Creativity:

  - Nature of creative process.
  - Theoretical perspectives on creativity.
  - Factors influencing creativity.
  - Education and creativity.
  - Fostering creativity.
  - Rajshekher's views on poetic creativity.
- Traditional preparatory disciplines for *Avadhānam.*
- Memory training, linguistic agility, and attentional exercises.
- Relevance of contemplative and yogic practices; contemporary training methods for attention and creativity.
- Educational applications.

**Unit VI Avadhānam in Contemporary Contexts. Credit 0.5**

- Relevance of *Avadhānam* for modern education, creativity studies, and cognitive training.
- Comparisons with global practices of improvisation and performance.
- Digital distractions and attentional fragmentation.
- Possibilities and limitations of adapting *Avadhānam* today.
- Ethical and cultural considerations.

**Essential/Recommended readings/Texts:**


1. Kahneman, D, (1973), *Attention and Effort*, Englewood Cliffs: Prentice-Hall.
2. Csikszentmihalyi, M, (1990), *Flow: The Psychology of Optimal Experience*, New York: Harper & Row.
3. Gardner, H, (1993), *Creating Minds*, New York: Basic Books.
4. Csikszentmihalyi, M, (1996), *Creativity*, New York: HarperCollins.
5. Hilton, K, (2010), Boundless creativity, in Cropley, D H, Cropley, A J, Kaufman, J C, & Runco, M A (Eds.), *The Dark Side of Creativity*, Cambridge: Cambridge University Press.
6. Rao, K Ramakrishna, Paranjpe, A C, & Dalal, A K (Eds.), (2008), *Handbook of Indian Psychology*, Cambridge: Cambridge University Press, selected sections on cognition and creativity.
7. Cielas, H, (2017), *Avadhāna: Between Art of Attentiveness and Ritual of Memory.*
8. Grant, A, (2016), *Originals*, selected chapters, New York: Viking.
9. Ganesh, R, & Shashi Kiran, B N, (2020), *Dhāraṇā: Memory and Its Bearing on Avadhānam.*
10. Ganesh, R, & Shashi Kiran, B N, (2020), *The Art and Science of Avadhānam in Sanskrit.*
11. Cielas, H, (2023), *Attentive Minds: A History of the Indian Performative Art of Avadhāna from the Origin to Modern Times*, Vol 58.
12. *Selected writings and documented performances of traditional Avadhānis.*
13. *Nāṭyaśāstra*, excerpts on attention, memory, and aesthetic response.

**Difficulty Level 400-499**

**Credits – 4**
**Hours - 60**

## Minor 4.A.8: Life Sketches in the Lived Indian Psychology

**Course Objectives:**

1. Introduce the historical trajectories and spiritual–psychological contributions of four major Indian thinkers.
2. Identify key concepts from Indian psychology exemplified in their teachings and practices.
3. Analyze how these figures embodied psychological principles through lived experience and disciplined practice.
4. Apply selected principles (e.g., self-awareness, non-attachment, service, mindfulness, ethical action) to personal and professional contexts.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Demonstrate familiarity with the core philosophical and psychological themes in the teachings of the four selected figures.
2. Demonstrate an understanding of Indian psychological concepts such as *viveka*, *vairāgya*, *seva*, *śraddhā*, *dharma*, *ātmānubhava*, and *sattva*-cultivation.
3. Evaluate how psychological practices (meditation, karma yoga, compassion, austerity, silence, self-observation) shaped the growth of these thinkers.
4. Construct practical frameworks for personal transformation based on these teachings.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 4.A.8 | Life Sketches in the lived Indian Psychology | 04 | 0 | 0 | 04 |

**Details of the Course:**

**Unit I Swami Vivekananda: Strength, Freedom & Service. Credit 1**

- Early life and formative influences; Encounter with Sri Ramakrishna; Chicago.
- Parliament of Religions (1893). Founding of Ramakrishna Mission.
- Key Contributions: Practical Vedānta, Universalism and interfaith harmony.
- Na Ayam Ātma Balahinen Labhyah: A strength-based psychology.

**Unit II Swami Sivananda - Yoga and Holistic Well-Being. Credit 1**

- Early career as a physician; renunciation and life in Rishikesh, The Divine Life Society; Global influence through disciples.
- Key Contributions; Yoga of Synthesis: Karma, Bhakti, Raja, Jñāna; Influence on modern yoga training.
- Cultivation of positive (emotions –thoughts -action) through sādhanā; Simplicity, citta-śuddhi -self-regulation; Community well-being and pro-social behaviour.

**Unit III Mā Anandamayī: Bhakti & Nondual Presence. Credit 1**

- Early spiritual tendencies; Spontaneous unfoldment of spiritual states; Influence across India, interaction with scholars & seekers.
- Key Contributions: Teaching through lived experience. The body as a field of spiritual experience.
- Mystical states and altered consciousness.

**Unit IV Mahatma Gandhi: Ethics, Nonviolence & Self-Transformation. Credit 1**

- Early life and London years; South Africa and transformation to a Satyāgrahi.
- Indian freedom movement; Experiments with truth.
- Key Contributions: Ahimsa and Satyagraha as social psychological technology. Nonviolence as emotional discipline; Truthfulness (Satya) as self-regulation.
- Self-study (Svādhyāya) and moral introspection; Community psychology and service.
- Yoga and the quest for political freedom.

**Essential/Recommended readings/Texts:**


1. Gandhi, M K, (1940), *An Autobiography: The Story of My Experiments with Truth*, translated by M Desai, Ahmedabad: Navajivan Publishing House.
2. Vivekananda, S, (1976), *The Complete Works of Swami Vivekananda*, 8 vols, Kolkata: Advaita Ashrama, selections.
3. Lipski, A, (1977), *Life and Teachings of Sri Anandamayi Ma*, Delhi: Motilal Banarsidass.
4. Parekh, B, (1997), *Gandhi: A Very Short Introduction*, Oxford: Oxford University Press
5. Sivananda, S, (2000), *Practice of Yoga*, Rishikesh: Divine Life Society.
6. Khan, E A, (2001), *The Presence of Ma Anandamayi*, Delhi: Motilal Banarsidass.
7. Dalal, A K, & Misra, G, (2010), The core and context of Indian psychology, *Psychology & Developing Societies*, 22(1), 121–155.
8. Rao, K R, (2011), *Foundations of Indian Psychology*, Vol 1, Theories and Concepts, Cambridge: Cambridge University Press India.
9. Sharma, A, (2013), *Vivekananda: A Contemporary Reader*, Oxford: Oxford University Press.
10. Cornelissen, M, Misra, G, & Varma, S (Eds.), (2014), *Foundations of Indian Psychology*, Vol 2, Applications and Practices, Noida: Pearson.

**Difficulty Level 400-499**

**Credits – 4**
**Hours - 60**

## Minor 4.A.9: Neuropsychological Assessments and Cognitive Rehabilitation

**Course Objectives:**

1. To develop a basic understanding of neuro-psychological assessment.
2. To be acquainted with different assessment tools utilised for neurological and cognitive functioning.
3. To be familiar with the process of neurological and cognitive rehabilitation.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Demonstrate a clear grasp of the basic features of neurological and cognitive tools.
2. Describe as well as develop the skill to apply pertinent tools for neurological and cognitive functions.
3. Comprehend the basic processes involved in neuropsychological and cognitive rehabilitation.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 4.A.9 | Neuropsychological Assessments and Cognitive Rehabilitation | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Neuropsychological Assessment.** **Credit 1**

- Historical background and evolution of neuropsychological assessment.
- Perspectives and philosophy in neuropsychology.
- Standardization, reliability, and validity of neuropsychological assessment tests.

**Unit II Neuropsychological Test Batteries.** **Credit 1**

- Luria-Nebraska Neuropsychological Battery (LNNB)
- Cambridge Neuropsychological Test Automated Battery (CANTAB)
- NIMHANS Neuropsychological Battery and other indigenous assessments.

**Unit III Cognitive Functions and Their Assessment.** **Credit 1**

- Intelligence Assessment - Theories and tests (WAIS, WISC, SBT current version. RPMs, Indian adaptation like, Bhatia, BKT, WAPIS etc.,)
- Attention and Executive Functions, Learning and Memor.
- Language Functions; Visuospatial Functions.

**Unit IV Neuropsychological and Cognitive Rehabilitation.** **Credit 1**

- Principles and goals of neuropsychological rehabilitation.
- Approaches to rehabilitation, Neuroplasticity, and its role in rehabilitation.
- Rehabilitation techniques for specific cognitive deficits (e.g., memory, attention, executive functions)

**Essential/Recommended Readings/Texts:**


1. Hebben, N, & Milberg, W, (2009), *Essentials of Neuropsychological Assessment*, Hoboken: John Wiley & Sons.
2. Trexler, L E, (2012), *Cognitive Rehabilitation: Conceptualization and Intervention*, New York: Springer Science & Business Media.
3. Tripathi, R, Kumar, J K, Bharath, S, Marimuthu, P, & Varghese, M, (2013), Clinical validity of NIMHANS neuropsychological battery for elderly, *Indian Journal of Psychiatry*, 55(3), 279–282.
4. Casaletto, K B, & Heaton, R K, (2017), Neuropsychological assessment: Past and future, *Journal of the International Neuropsychological Society*, 23(9–10), 778–790.
5. Miller, D C, & Maricle, D E, (2019), *Essentials of School Neuropsychological Assessment*, Hoboken: John Wiley & Sons.
6. Bergquist, T F, Rosenbaum, A, Eberle, R D, & Trexler, L E, (2021), Cognitive rehabilitation, in *Brain Injury Medicine*, Third Edition, Principles and Practice, pp 956–965, New York: Springer Publishing Company.
7. Sohlberg, M M, Hamilton, J, & Turkstra, L S, (2022), *Transforming Cognitive Rehabilitation: Effective Instructional Methods*, New York: Guilford Publications.

**Difficulty Level 400-499**

**Credits – 4**
**Hours - 60**

## Minor 4.A.10: Bhakti and Indian Psychology

**Course Objectives:**

1. Explain the historical development and textual foundations of Bhakti traditions in India.
2. Analyse how devotional practices engage embodied, affective, and relational psychological processes.
3. Apply concepts from embodied cognition, affect regulation, and social psychology to Bhakti experiences and practices.
4. Evaluate the role of Bhakti in emotional transformation, resilience, identity, and well-being from a psychological perspective.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Summarize key historical processes and textual sources of Bhakti traditions.
2. Examine devotional emotions (*bhāva*, *prema*, surrender, trust) as psychological processes.
3. Analyse embodied practices (singing, chanting, ritual, pilgrimage) in Bhakti as co-occurring with cognitive-emotion regulation and well-being.
4. Design a short reflective or field project connecting Bhakti practices to psychological processes.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 4.A.10 | Bhakti and Indian Psychology | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Bhakti - Historical Foundations and Textual Sources. Credit 1**

- Early roots: Śruti, Smṛti, and itihāsa, Saiva and Bhagavata poetry across India.
- Bhakti as a yoga in Bhagavad Gītā: *śraddhā*, *ananya bhakti*, *para-bhakti.*
- Key Sanskrit textual sources: *Bhagavata Purāṇa* – emotional devotion, *bhakti as a rasa.*
- Selections from *Tiruvāymoḻi* and Pācurams in Tamizh. *Nārada Bhakti Sūtras* – forms and stages of devotion.
- Emotion categories relevant to Bhakti: *śṛṅgāra*, *karuṇā*, *dāsya*, *vātsalya*, *madhurya.*
- The devotional body: crying, singing, trembling, longing, ecstasy—poetic/textual and phenomenological accounts.

**Unit II Bhakti: Deploying Cognition to Serve Emotion. Credit 1**

- Embodied cognition: mind–body coupling, sensory–motor grounding of emotion.
- Emotion circuits in the brain/neuroscience, synchrony.
- Devotional practices as cultural tools: Chanting, singing, breathing rhythms. Gesture (mudrā), postures, and circumambulation. Pilgrimage as collective movement-based meaning-making.

**Unit III Bhakti: Emotions and Relationship with Divine. Credit 1**

- Cultivating Positive Emotions: Compassion, gratitude, love and Fellowship.
- Reducing and redirecting negative emotion.
- God as an attachment figure and trust. Surrender and regulation of fear.
- Creativity, Self-transcendence, flow, and absorption in devotional states.

**Unit IV Bhakti as Relational and Social Transformation. Credit 1**

- Collective rituals: synchrony, entrainment, prosocial emotion.
- Social and cultural contexts: inclusivity, caste and gender, emotions and fellowship.
- Bhakti as a historical movement of affective and social transformation.
- Contemporary applications: expressive arts, chanting-based interventions, stress reduction.
- Mini project of observing a bhakti concert/bhakti community, or research on integrating textual and psychological concepts.

**Essential/Recommended Readings/Texts:**

1. Hardy, F, (1983), *Viraha-bhakti: The Early History of Kṛṣṇa Devotion in South India*, Delhi: Oxford University Press.
2. Varela, F J, Thompson, E, & Rosch, E, (1991), *The Embodied Mind: Cognitive Science and Human Experience*, Cambridge: MIT Press.
3. Csikszentmihalyi, M, (1990), *Flow: The Psychology of Optimal Experience*, New York: Harper & Row.
4. Fredrickson, B L, (2001), The broaden-and-build theory of positive emotions, *American Psychologist*, 56(3), 218–226.
5. Keltner, D, & Haidt, J, (2003), Approaching awe: A moral, spiritual, and aesthetic emotion, *Cognition & Emotion*, 17(2), 297–314.
6. Haberman, D L, (2003), *The Bhaktirasāmṛtasindhu of Rūpa Gosvāmin*, Annotated translation, Introduction pages only, New Delhi: Indira Gandhi National Centre for the Arts: Motilal Banarsidass.
7. Gallagher, S, (2005), *How the Body Shapes the Mind*, Oxford: Oxford University Press.
8. Barsalou, L W, (2008), Grounded cognition, *Annual Review of Psychology*, 59, 617–645.
9. Porges, S W, (2011), *The Polyvagal Theory: Neurophysiological Foundations of Emotions, Attachment, Communication, and Self-Regulation*, New York: W W Norton.
10. Stellar, J E, & Keltner, D, (2016), Compassion in a hierarchical world, *Emotion Review*, 8(3), 240–254.

**Difficulty Level 400-499**

**Credits – 4**
**Hours - 60**

## Minor 4.A.11: Creativity and Aesthetics

**Course Objectives:**

1. Introduce major psychological theories of creativity across cognitive, and social-cultural perspectives.
2. Understand key Indian aesthetic concepts such as *dhvani, alamkāra, saundarya*
3. Apply principles of creativity and aesthetics to interpret artistic, literary, and everyday creative practices.
4. Reflect on the relationship between creativity, well-being, intuition, ethics, and cultural contexts.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain psychological constructs related to creativity (divergent thinking, insight, flow, cognitive flexibility) and aesthetics (perception, preference, affect).
2. Demonstrate familiarity with psychological tests (e.g., Torrance, Remote Associates Test, flow scales) to interpret creative behaviour.
3. Explain major Indian theories of aesthetics and creativity using accurate conceptual vocabulary.
4. Examine creative works (art, performance, narrative, design).
5. Develop a small applied project demonstrating psychological principles of creativity or aesthetic perception.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 4.A.11 | Creativity and Aesthetics | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introducing Creativity.** **Credit 1**

- Definitions of creativity: Process, product, person, and environment.
- Divergent and convergent thinking (Guilford, Torrance)
- Creative cognition: Associative networks, Conceptual expansion, Insight and incubation. Neural basis of creativity.
- Creativity measurement (Torrance Tests, Remote Associates Test)
- Everyday creativity and the role of surprise (crafts, problem solving.

**Unit II Aesthetics: Perception, Emotion, and Preference.** **Credit 1**

- Aesthetic perception: Gestalt principles, visual processing.
- Emotional and cognitive responses to art and design: Preference formation: familiarity.
- Empathy, mirror neurons, and embodied responses to art.
- Concepts of aesthetics in classical Indian thought (Saundarya, Kāvya, Kalā, Śilpa)
- Beauty as Self-experience: Ānanda, Camatkāra, Sahṛdayatā.

- Comparative examination of Western and Indian aesthetic sensibilities.
- Creativity as Pratibhā (intuition), Abhyāsa (practice)
- Everyday aesthetics: ritual, Sādhana, craftsmanship, festivals.

**Unit III Aesthetics in Sanskrit- *Dhvani* and Meaning-Making. Credit 1**

- *Dhvani* (Ānandavardhana): suggestion as the heart of creativity.
- *Alamkāra* (figures of speech) as creative embellishment.
- Symbolism in poetry, storytelling, architecture, sculpture.
- Meaning-making through symbols, gesture(mudra) and metaphor.
- Aesthetic communication: subtlety, inference, layered interpretation.

**Unit IV Creativity, Well-being and Socio-Cultural Process. Credit 1**

- Social psychology of creativity: group creativity, brainstorming.
- Barriers to creativity (evaluation apprehension) and strategies for enhancement.
- Positive psychology of creativity: flow (Csikszentmihalyi), meaning, self-expression.
- Creativity and mental health: mood, anxiety, divergent thinking.
- Everyday Creativity as Sādhanā – Bhakti-Singing, Rangoli, Painting, Cooking, Writing.
- Art-based interventions: expressive arts, music therapy, journaling.

**Essential/Recommended Readings/Texts:**

1. Guilford, J P, (1950), Creativity, *American Psychologist*, 5(9), 444–454.
2. Berlyne, D E, (1971), *Aesthetics and Psychobiology*, New York: Appleton-Century-Crofts.
3. Masson, J L, & Patwardhan, M V, (1970), *Aesthetic Rapture: The Rasadhvani Theory in Sanskrit Poetics*, Delhi: Motilal Banarsidass.
4. Gerow, E, (1977), *A Glossary of Indian Figures of Speech*, The Hague: Mouton.
5. Amabile, T M, (1983), *The Social Psychology of Creativity*, New York: Springer-Verlag.
6. Zeki, S, (1999), *Inner Vision: An Exploration of Art and the Brain*, Oxford: Oxford University Press.
7. Leder, H, Belke, B, Oeberst, A, & Augustin, D, (2004), A model of aesthetic appreciation and aesthetic judgments, *British Journal of Psychology*, 95(4), 489–508.
8. Hennessey, B A, & Amabile, T M, (2010), Creativity, *Annual Review of Psychology*, 61, 569–598.
9. Runco, M A, & Jaeger, G J, (2012), The standard definition of creativity, *Creativity Research Journal*, 24(1), 92–96.
10. Csikszentmihalyi, M, (1996), *Creativity: Flow and the Psychology of Discovery and Invention*, New York: Harper Collins.

**Additional Readings:**

1. Ānandavardhana, (9th century CE), *Dhvanyāloka*, D H Hara, Trans., (1990), Motilal Banarsidass *(Original work composed in the 9th century CE)*

## UG Double Major Program

# B.A. Hons.
# Sanskrit and Defence Studies

# Learning Outcomes-based Curriculum Framework
# For
# UG Double Major Program in Sanskrit and Defence Studies
# 2025

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# INTRODUCTION OF THE PROGRAM

The B.A. Hons. in Sanskrit and Defence Studies offers a unique interdisciplinary platform to explore India's classical wisdom alongside modern strategic and security studies. The program emphasizes a deep and rigorous study of Sanskrit, enabling students to access and interpret original texts on statecraft, warfare (like the Arthashastra), diplomacy and ethics. Parallelly, students gain foundational and applied knowledge in Defence Studies, including national security, geopolitics and military strategy. By integrating traditional insights with contemporary defence thinking, the course equips students with linguistic precision, historical depth and analytical skills essential for roles in research, defence analysis, policy and civil services.

# OBJECTIVES OF THE PROGRAM

- To develop proficiency in Sanskrit language and classical texts.
- To analyze ancient Indian military and political thought through Sanskrit sources.
- To understand the fundamentals of defence studies, including security, strategy and geopolitics.
- To explore the historical evolution of warfare and defence mechanisms in India.
- To critically engage with ancient and modern perspectives on statecraft and diplomacy.
- To encourage interdisciplinary research blending traditional knowledge with contemporary defence studies.
- To prepare students for competitive exams, academic research and defence-related careers.

# OUTCOMES OF THE PROGRAM

By the end of the B.A. Sanskrit and Defence Studies program, Students will be able to:

| PLO Code | Program Learning Outcomes (PLOs) for UG Program |
|---|---|
| **PLO 1** | ● **Rootedness:** Contribute to cultural preservation, academic growth and public understanding of Sanskrit traditions.<br>● Understand and explain major philosophical and literary traditions of India. |
| **PLO2** | ● **Indian Knowledge System (IKS):** Engage with India's knowledge systems from a critical and informed perspective. |
| **PLO3** | ● **Futuristic:** Conduct foundational academic research and present findings in a structured and scholarly manner.<br>● Apply Sanskrit grammar accurately in composition and interpretation. |
| **PLO4** | ● **Multidisciplinary:** Use Sanskrit knowledge in contemporary knowledge domains such as manuscriptology, computational linguistics, translation and education. |
| **PLO5** | ● **Employability:** Read, understand and analyze Sanskrit texts relating to various genres and historical periods and utilize the acquired knowledge in different domains of Sanskrit. |

# PROGRAM OUTCOME MAPPING FOR MAJOR COURSES

| Course Name | Rootedness | IKS | Futuristic | Employability | Value, Skill and Multidisciplinary | Disciplinary Knowledge | Difficulty Level |
|---|---|---|---|---|---|---|---|
| Basic Sanskrit | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Introduction to Defence and National Security Studies | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Fundamentals of Bhāratīya Jñāna Paramparā | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Bhāratiya Social Institutions and Polity | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Introduction to Itihāsa Purāṇa Tradition - I (General) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Classical Sanskrit Literature: Defence Perspectives - I | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Geopolitics and Military Geography | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit through Arthaśāstra - I | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Statecraft and Diplomacy | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Critical Survey of śāstric Literature | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit through Arthaśāstra - II | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| The Ideal of Governance | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| (Kaccit-sarga of Rāmāyaṇa) | | | | | | | |
| Strategic Thought | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| India's Strategic Neighbourhood | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Saṃskṛt Bhāṣā Vijñānam | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Vijigiśu ṣāḍguṇya (Kākolūkīyam) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Military History of India (Ancient, Medieval and Modern) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Introduction to Itihāsa Purāṇa Tradition - II (Defence Perspectives) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Non-Traditional Security Threats | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Defence Organisations in India | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sanskrit Grammar and Composition | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Peace and Conflict Studies | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Indian Scientific Heritage | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Role of UN in Disarmament And Arms Control | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Contributions of the Bhāratīya Jñāna Paramparā | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Śukranīti: Defence Perspectives and Strategies | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Defence Economics | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| War, Media and Journalism | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Intelligence in National Security | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Indian System of Logic and Debate | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Basic Skills for Research Paper and Dissertation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Ṣāḍguṇya in Arthaśāstra (Āvapādhikara) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Modern Concepts of Warfare: Information Warfare, Cyber Warfare and Multi-Domain Operations | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Science And Technology in Relation to Warfare | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Defence Organisations: DRDO, PPP and Defence Corridors | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Marāṭhā Defence Strategies: Budhabhūṣaṇa and Śivabhāratam | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Comparative Strategic Thought | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| India's Coastal and Maritime Security | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Classical Sanskrit Literature: Defence Perspectives - II | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Ancient Indian Psychology | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

# PROGRAM OUTCOME MAPPING FOR MINOR COURSES

| Course Name | Rootedness | IKS | Futuristic | Employability | Value, Skill and Multidisciplinary | Disciplinary Knowledge | Difficulty Level |
|---|---|---|---|---|---|---|---|
| Fundamentals of Indian Philosophy | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Military Psychology and Leadership | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Introduction to Smṛti Literature: Defense Perspectives | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Humanitarian Law, Human Rights and Intervention | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Philosophy of Yoga | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Disaster Management: Humanitarian Assistance and Disaster Relief | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Research Methodology for Sanskrit Studies | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Vyūhas: Tactical Positions | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Indian Legal System | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Theories of War and Peace | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Vedāṅga Jyotiṣa and Scientific Wisdom | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| War and Gender | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |

# POOL OF MAJOR COURSES

| S. No. | | Course Name | Course Credit | Course Level |
|---|---|---|---|---|
| 1 | FIRST YEAR MAJORS | Major 1.1: Basic Sanskrit | 4 | 100-199 |
| 2 | | Major 1.2: Introduction to Defence and National Security Studies | 4 | 100-199 |
| 3 | | Major 1.3: Fundamentals of Bhāratīya Jñāna Paramparā | 4 | 100-199 |
| 4 | | Major 1.4: Bhāratiya Social Institutions and Polity | 4 | 100-199 |
| 5 | | Major 1.5: Introduction to Itihāsa Purāṇa Tradition - I (General) | 4 | 100-199 |
| 6 | | Major 1.6: Classical Sanskrit Literature: Defence Perspectives - I | 4 | 100-199 |
| 7 | | Major 1.7: Geopolitics and Military Geography | 4 | 100-199 |
| 8 | | Major 1.8: Sanskrit through Arthaśāstra - I | 4 | 100-199 |
| 9 | | Major 1.9: Statecraft and Diplomacy | 4 | 100-199 |
| 10 | | Major 1.10: Critical Survey of śāstric Literature | 4 | 100-199 |
| 11 | SECOND YEAR MAJORS | Major 2.1: Sanskrit through Arthaśāstra - II | 4 | 200-299 |
| 12 | | Major 2.2: The Ideal of Governance (Kaccit-sarga of Rāmāyaṇa) | 4 | 200-299 |
| 13 | | Major 2.3: Strategic Thought | 4 | 200-299 |
| 14 | | Major 2.4: India's Strategic Neighbourhood | 4 | 200-299 |
| 15 | | Major 2.5: Saṃskṛt Bhāṣā Vijñānam | 4 | 200-299 |
| 16 | | Major 2.6: Vijigiśu ṣāḍguṇya (Kākolūkīyam) | 4 | 200-299 |
| 17 | | Major 2.7: Military History of India (Ancient, Medieval and Modern) | 4 | 200-299 |
| 18 | | Major 2.8: Introduction to Itihāsa Purāṇa Tradition - II (Defence Perspectives) | 4 | 200-299 |
| 19 | | Major 2.9: Non-Traditional Security Threats | 4 | 200-299 |
| 20 | | Major 2.10: Defence Organisations in India | 4 | 200-299 |
| 21 | THIRD YEAR MAJORS | Major 3.1: Sanskrit Grammar and Composition (2) | 4 | 300-399 |
| 22 | | Major 3.2: Peace and Conflict Studies | 4 | 300-399 |
| 23 | | Major 3.3: Indian Scientific Heritage | 4 | 300-399 |
| 24 | | Major 3.4: Role of UN in Disarmament and Arms Control | 4 | 300-399 |
| 25 | | Major 3.5: Contributions of the Bhāratīya Jñāna Paramparā | 4 | 300-399 |
| 26 | | Major 3.6: Śukranīti: Defence Perspectives and Strategies | 4 | 300-399 |
| 27 | | Major 3.7: Defence Economics | 4 | 300-399 |
| 28 | | Major 3.8: War, Media and Journalism | 4 | 300-399 |
| 29 | | Major 3.9: Intelligence in National Security | 4 | 300-399 |
| 30 | | Major 3.10: Indian System of Logic and Debate | 4 | 300-399 |
| 31 | | Major 4.1: Basic Skills for Research Paper and Dissertation | 4 | 400-499 |

| | | | | |
|---|---|---|---|---|
| 32 | **FOURTH YEAR MAJOR** | Major 4.2: Shadgunya in ArthashAstra (avApAdhikAra) | 4 | 400-499 |
| 33 | | Major 4.3: Modern Concepts of Warfare: Information Warfare, Cyber Warfare and Multi-Domain Operations | 4 | 400-499 |
| 34 | | Major 4.4: Science And Technology in Relation to Warfare | 4 | 400-499 |
| 35 | | Major 4.5: Defence Organisations: DRDO, PPP and Defence Corridors | 4 | 400-499 |
| 36 | | Major 4.6: Marāṭhā Defence Strategies: Budhabhūṣaṇa and Śivabhāratam | 4 | 400-499 |
| 37 | | Major 4.7: Comparative Strategic Thought | 4 | 400-499 |
| 38 | | Major 4.8: India's Coastal and Maritime Security | 4 | 400-499 |
| 39 | | Major 4.9: Classical Sanskrit Literature: Defence Perspectives - II | 4 | 400-499 |
| 40 | | Major 4.10: Ancient Indian Psychology | 4 | 400-499 |

# POOL OF MINOR COURSES

| S. No. | | Course Name | Course Credit | Course Level |
|---|---|---|---|---|
| 1 | SECOND YEAR MINOR | Minor 2.A.1: Fundamentals of Indian Philosophy | 4 | 200-299 |
| 2 | | Minor 2.A.2: Military Psychology and Leadership | 4 | 200-299 |
| 3 | | Minor 2.A.3: Introduction to Smṛiti Literature: Defense Perspectives | 4 | 200-299 |
| 4 | | Minor 2.A.4: Humanitarian Law, Human Rights and Intervention | 4 | 200-299 |
| 5 | THIRD YEAR MINOR | Minor 3.A.1: Philosophy of Yoga | 4 | 300-399 |
| 6 | | Minor 3.A.2: Disaster Management: Humanitarian Assistance and Disaster Relief | 4 | 300-399 |
| 7 | | Minor 3.A.3: Research Methodology for Sanskrit Studies | 4 | 300-399 |
| 8 | | Minor 3.A.4: Vyūhas: Tactical Positions | 4 | 300-399 |
| 9 | FOURTH YEAR MINOR | Minor 4.A.1: Indian Legal System | 4 | 400-499 |
| 10 | | Minor 4.A.2: Theories of War and Peace | 4 | 400-499 |
| 11 | | Minor 4.A.3: Vedāṅga Jyotiṣa and Scientific Wisdom | 4 | 400-499 |
| 12 | | Minor 4.A.4: War and Gender | 4 | 400-499 |

# FIRST YEAR: MAJOR PAPERS

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

# SEMESTER - 1

## Major 1.1: Basic Sanskrit

**Course objectives:**

1. To generate interest in Sanskrit language among the students.
2. To impart knowledge of the structure of Sanskrit language.
3. To impart general skills of communication and writing in Sanskrit.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Construct sentences using verbal roots (Śabdadhātu)
2. Construct sentences using participles (Kṛdanta) and various tenses/moods (Lakāra)
3. Use voice transformations (Vācyaparivartana) in practice.
4. Describe compounds (Samāsa) with their types.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.1 | Basic Sanskrit | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Vibhakti, Laṭ & Lṛṭ lakāra.** **Credit 1**

- Declensions (विभक्तिरूपाणि) of the following:
  - Chātra
  - Kavi
  - Śiśu
  - Pitṛ
  - Kartṛ
  - Ātmán
  - Bhavat
  - Latā
  - Mati
  - Nadī
  - Vāk
  - Manas.
- Making the sentences using laṭ lakāra prathamapuruṣa of Bhvādi, Tudādi, Divādi & Curādi Dhātus with the Prathamā & Dvitīyā vibhakti of Akārānta puṃliṅga & Napuṃsaka liṅga.
- Making the sentence using Ekavacana of all vibhaktis of Akārānta Puṃliṅga & Napuṃsakaliṅga's words by the above mentioned Dhātus.
- Introduction of Representative Dhātus of the following ganas along with Vikaraṇa suffix:

अस् (अदादिगण), दा (जुहोत्यादिगण), श्रु (भ्वादिगण), ज्ञा, ग्रह्, (क्र्यादिगण), कृ (तनादिगण) use of prathamapuruṣa & sentence making.

- Making the sentences using Sarvanāma puṃliṅga śabdas – तत्, एतत्, किम्, यत्. (तत्, एतत्, किम्, यत् इत्यादीनां सर्वनामपुंलिङ्गशब्दानां प्रयोगेन वाक्यनिर्माणम्।)
- Use of Asmad śabda with uttamapuruṣa of some dhātūs.
- Use of Yuṣmad śabda with madhyamapuruṣa of some dhātūs.
- Use of Asmad & Yuṣmad śabdas in all vibhaktis.
- Making the sentence with the singular of all Vibhaktis of Halanta puṃ, strī, & napuṃsaka liṅga śabdas by using Lṛṭ lakāra.
- Making the sentences with Ākārānta, Ukārānta & Īkārānta Strīliṅga words by using Lṛṭ lakāra.

**Unit II Kṛdanta and Anya Lakāra. Credit 1**

- Making the sentences with śatṛ suffix with all above words in puṃliṅga & strīliṅga.
- Making the sentences with śatṛ suffix in Rkārānta puṃliṅga & strīliṅga words.
- Kta & ktavatu suffix – Making the sentence in Karmavācya & Bhāvavācya.
- Use of all Representative dhatu in all ganas.
- Making the sentences with all the Dhatus mentioned above by using Laṅ lakāra (लङ् लकारः).
- Making the sentences with all the Dhatus mentioned above by using Loṭ lakāra (लोट् लकारः).
- Making the sentences with all the Dhatus mentioned above by using Vidhiliṅ lakāra (विधिलिङ् लकारः)

**Unit III Sandhi evaṃ Tiṅnta Karmavācya. Credit 1**

- Ac sandhayaḥ –
  - Dīrghasandhiḥ
  - Guṇasandhiḥ
  - Vṛddhisandhiḥ
  - Yaṇsandhiḥ
  - Ayādisandhiḥ
  - Pūrvarūpasandhiśca
- Visarga sandhiḥ.
- Vyañjanasandhiḥ.
- Ātmanepadidhātavaḥ – Pañca Lakārāḥ.
- Yak pratyayaḥ – The usage of various verb forms (lakāras) in the Karmavācya and Bhāvavācya.
- Tavyat, anīyar, kta-pratyayāḥ (Karmaṇi Prayogaḥ).

**Unit IV Samāsa. Credit 1**

- Tatpuruṣasamāsaḥ.

- Dvandvasamāsaḥ.
- Karmadhārayasamāsaḥ –
    - Viśeṣaṇakarmadhārayaḥ
    - Viśeṣyakarmadhārayaḥ
    - Upamāmūlakakarmadhārayaḥ
    - Rūpakamūlakakarmadhārayaḥ.
- Upapada-tatpuruṣa-samāsaḥ.
- Bahuvrīhisamāsaḥ.
- Avyayībhāvasamāsaḥ.

**Essential/Recommended Readings/Texts:**

1. द्विवेदी, कपिलदेव:, (संस्करण1961), *प्रौढरचनानुवादकौमुदी*, गोरखपुर: उत्तर प्रदेश, विश्वविद्यालय प्रकाशन।
2. त्रिपाठी, डॉ०ब्रह्मानन्द, (संस्करण 2014 ) *रूपचन्द्रिका*, वाराणसी : चौखम्बा सुरभारती प्रकाशन।
3. द्विवेदी, कपिलदेव:, (संस्करण 2019), *प्रारम्भिक रचनानुवादकौमुदी*, वाराणसी : उत्तर प्रदेश, विश्वविद्यालय प्रकाशन।

**Additional Readings:**

1. सक्सेना बाबूराम, (1958) *संस्कृत व्याकरण प्रवेशिका*, रामनारायण लाल, प्रकाशक तथा पुस्तक विक्रेता, प्रयागराज।
2. Whitney, William Dwight, (Edition 1879), *Sanskrit Grammar*, Leipzig, German.
3. शास्त्री, चक्रधर नौटियाल हंस, (संस्करण 1999), *बृहद्-अनुवाद-चन्द्रिका,* दिल्ली: मोतीलाल बनारसीदास।
4. पाण्डेय, राधामोहन, (2022), *संस्कृत सहचर*, पटना : स्टूडेंट्स फ्रेंड्स।

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

## Major 1.2: Introduction to Defence and National Security Studies

**Course Objectives:**

1. To introduce students to the fundamental concepts, scope and relevance of Defence and National Security Studies.
2. To familiarise students with the principles, theories and mechanisms of war and peace.
3. To examine the structure, role and functioning of India's defence apparatus and national security institutions.
4. To develop the ability to critically analyse both traditional and non-traditional security threats.
5. To encourage informed discussion and independent thinking on contemporary security challenges and strategic responses.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Clearly define and distinguish key concepts of Defence & National Security Studies.
2. Explore the basic architecture of India's defence forces and security institutions.
3. Analyse the causes, types and changing nature of war in the modern era.
4. Explain various theories and approaches to peace and conflict resolution.
5. Confidently communicate on fundamental aspects of defence, strategy and security policy.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 1.2 | Introduction to Defence and National Security Studies | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Defence & National Security Studies. Credit 1**

- Nomenclature, meaning and scope of Defence and National Security Studies.
- Defence: art or science; normative and positive underpinnings.
- Distinction between tactics, strategy and grand strategy.
- Evolution of national security as a discipline.
- The concept of comprehensive security: military, political, economic, societal and environmental dimensions.

**Unit II Defence Structure and Strategic Framework of India. Credit 1**

- Basic defence architecture of India: organisation of the Ministry of Defence, Chiefs of Staff Committee, Integrated Defence Staff.

- Field formations and rank structure of the Indian Army, Navy and Air Force.
- India's national security apparatus: National Security Council, Cabinet Committee on Security, National Security Advisor.
- Overview of paramilitary and central armed police forces in national security.
- Civil–military relations in India.

**Unit III Theories & Mechanisms of War. Credit 1**

- Theories and causes of war (political, economic, psychological, cultural).
- Distinction between war, battle and campaign.
- Types of warfare: conventional, nuclear-age conventional warfare, limited war, revolutionary warfare, guerrilla warfare, insurgency and counter-insurgency, low-intensity operations, non-conventional warfare.
- Traditional vs. non-traditional security threats.
- Armaments and related issues: arms race, arms aid, arms trade, arms proliferation, small arms proliferation.
- Conflicting ideologies: militarism, nationalism, fundamentalism, separatism, irredentism.

**Unit IV Theories & Mechanisms of Peace. Credit 1**

- Meaning, definition and various forms of peace.
- Concepts: disarmament, arms control and international law.
- Theories of peace: democratic peace theory, Johan Galtung's peace theory.
- Role of international organisations in peace and security: League of Nations, United Nations, regional security organisations.
- Approaches to peace: peacemaking, peacekeeping and peacebuilding.
- Linkages between sustainable development and long-term security.

**Essential/Recommended Readings/Texts:**

1. Mukherji, & Shyam, L. (1952). *A textbook of military science* (Vol. II). Delhi: Navayuga.
2. Aron, R. (1966). *Peace and war: A theory of international relations*. New York: Praeger.
3. Tripathi, K. S. (1970). *Evolution of nuclear strategies*. New Delhi: Vikas.
4. Blainey, G. (1973). *The causes of war*. London: Macmillan.
5. Montgomery, V. (1983). *A history of warfare*. New York: William Morrow.
6. Sidhu, K. S. (1988). *War and its principles*. New Delhi: Atlantic Publishers.
7. Adhikari, S. (2019). *Development of strategic thought*. Delhi: RDU Publication.
8. Collins, A. (*latest ed.*). *Contemporary security studies*. Oxford: Oxford University Press.
9. Yarger, H. R. *The elements of national security*. Carlisle, PA: U.S. Army War College, Strategic Studies Institute.

**Additional Readings:**

1. Osanka, F. M. (1962). *Modern guerrilla warfare*. New York: Free Press.

2. Walt, S. M. (1991). The renaissance of security studies. *International Studies Quarterly, 35*(2).
3. Baldwin, D. A. (1997). The concept of security. *Review of International Studies, 23*.
4. Booth, K. (2007). *Theory of world security*. Cambridge: Cambridge University Press.
5. Freedman, L. (2013). *Strategy: A history*. Oxford: Oxford University Press.
6. Baylis, J., Wirtz, J. J., & Gray, C. S. (Eds.). (2022). *Strategy in the contemporary world: An introduction to strategic studies* (7th ed.). Oxford: Oxford University Press.
7. United Nations. *UN peacekeeping operations: Principles and guidelines (Capstone doctrine)*. United Nations.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Participation in workshops on defence and national security policy.
2. Writing assignments on specific strategic or security issues.
3. Producing short videos explaining a war or security concept.
4. Participation in simulation exercises or war games.
5. Presentation of a case study on a historical battle or national security crisis.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

# Major 1.3: Fundamentals of Bhāratīya jñāna paramparā

**Course Objectives:**

1. To understand the fundamentals, historical development and key domains of the Indian Knowledge System (IKS).
2. To learn traditional methods of knowledge acquisition and recognize the contributions of IKS to global knowledge.
3. To examine the relevance of IKS in the modern world and explore its applications in contemporary contexts.
4. To promote cross-cultural dialogue and encourage the integration of IKS with other global knowledge systems.
5. To inspire interdisciplinary research and foster the blending of traditional wisdom with modern innovation.

**Learning Outcomes:**

After completion of the course, the students will:

1. Explore the main components of the Indian Knowledge Tradition.
2. Explain the significance of the Indian Knowledge Tradition.
3. Describe the historical development of the Indian Knowledge Tradition in various subjects.
4. Analyze philosophy, mathematics, medicine, etc., within the Indian Knowledge Tradition.
5. Evaluate the relevance of the Indian Knowledge System in addressing contemporary challenges in education, health and sustainability.
6. Describe the Oral Tradition (Śrutiparamparā)

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.3 | Fundamentals of Bhāratīya Jñāna Paramparā | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction of Bhāratīya jñāna paramparā.** **Credit 1**

- Background and significance.
- Objective of the paper.

**Unit II Historical Development of the Indian Knowledge System.** **Credit 1**

- Vedic Period: The Foundation of Indian Thought.
- Upanishadic Era: Quest for Ultimate Reality.
- Classical Age: Synthesis of Philosophy, Science and Arts.

**Unit III Key Dimensions of the Indian Knowledge System. Credit 1**

- Philosophy and Spirituality.
- Mathematics and Astronomy.
- Medicine and Ayurveda.
- Linguistics and Grammar.
- Arts and Literature.

**Unit IV Epistemology and Methods of Knowledge Acquisition. Credit 1**

- Shruti and Smriti: Oral and Textual Traditions.
- Guru-Shishya Parampara: Teacher-Student Tradition.
- Yoga and Meditation: Self-Realization and Higher States of Consciousness.
- Observation and Empirical Analysis.

**Essential/Recommended Readings/Texts:**


1. Patanjali. (1950). The Yoga Sutras of Patanjali (Swami Sivananda, Trans.). Rishikesh: The Divine Life Society.
2. Brown, P. (1959). Indian Architecture: Buddhist and Hindu Periods. Bombay: D. B. Taraporevala Sons.
3. Taimni, I. K. (1961). The Science of Yoga. Adyar: The Theosophical Publishing House.
4. Chanakya. (1992). The Arthashastra (L. N. Rangarajan, Trans.). New Delhi: Penguin Books.
5. Swami Prabhavananda, & Isherwood, C. (1997). The Yajurveda. Kolkata: Advaita Ashrama.
6. Swami Sivananda. (2005). The Samaveda. Rishikesh: The Divine Life Society.
7. Beck, G. L. (2006). Indian Music: A Brief Introduction. New Delhi: Oxford University Press.
8. Vyasa. (2007). The Bhagavad Gita (Eknath Easwaran, Trans.). Petaluma: Nilgiri Press.
9. Joshi, N. P. (2009). The Atharvaveda. Gorakhpur: Gita Press.
10. Shankar, N. S. (2015). The Rigveda. New Delhi: HarperCollins.
11. Valmiki. (2015). The Ramayana (C. Rajagopalachari, Trans.). Mumbai: Bharatiya Vidya Bhavan.
12. Vyasa. (2015). The Mahabharata (C. Rajagopalachari, Trans.). Mumbai: Bharatiya Vidya Bhavan.


**Additional Readings:**


1. Prabhavananda, Swami and Manchester, Frederick. (1957). *The Upanishads*, Revised edition. New York: New American Library.
2. Hamilton, Sue. (2001). *Indian Philosophy: A Very Short Introduction*. Oxford: Oxford University Press.
3. Danino, Michel. (2010). *The Lost River: On the Trail of the Sarasvati*. New Delhi: Penguin Books.
4. Eck, Diana L. (2012). *India: A Sacred Geography*. New York: Harmony Books.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

## Major 1.4: Bharatiya Social Institutions and Polity

**Course objectives:**

1. To generate interest in Ancient Sociological and Political Structure of the Society. students.
2. To impart knowledge of the ancient Political Thinkers.
3. To impart general skills to argue on the related topics.
4. To establish the relevance of Ancient Bharatiya Social and Political Institutions.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Assert that Dharma is the foundation of indian society.
2. Describe the structure of society.
3. Explain the concept of a Welfare State in Kauṭilya's Arthaśāstra.
4. Be prepared to describe the state (Rājya) and international relations.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.4 | Bharatiya Social Institutions and Polity | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Bharatiya Society.** **Credit 1**

- Dharma-
  - Sources of Dharma (*Manusmṛti,* 2,12; *Yājñavalkyasmṛti*,1.7)
  - Fourteen-*Dharmasthānas* (*Yājñavalkyasmṛti* 1.3)
  - *Dharma* as Social and Moral Duty (*Mitākṣarāṭīkā* on *Yājñavalkyasmṛti* 1.1) (*Manusmṛti* 6.92)
- Dharma as an evolving institution – Directions of and reasons for changes in DharmaŚāstra.
- Four aims of life *'Puruṣārtha Catuṣṭaya'* –
  - *Dharma*
  - *Artha*
  - *Kāma*
  - *Mokṣa.*

**Unit II Structure of Society.** **Credit 1**

- Varṇa-System and Caste System-
  - Four-fold division of *Varṇa* System, (*Ṛgveda*, 10.90.12) (*Mahābhārata, Śāntiparva* 72.3.8)

- Division of *Varṇa* according to *Guṇa* and *Karma* (*Bhagvadgīta*, 4.13, 18.41-44).
- Assimilation of foreign tribes in Varṇa-System (*Mahābhārata, Śāntiparva*, 65.13-22)

- **Position of Women in the Society-**
  - Brief survey of position of women in different stages of Bharatiya Society;
  - Position of women in *Mahābhārata* (*Anuśāsanaparva* 46.5-11, *Sabhāparva*, 69.4-13)
  - Praise of women in The *Bṛhatsaṁhitā* of Varāhamihira (*Strīprasaṁsā,* chapter-74.1-10)

**Unit III State and Kingship. Credit 1**

- Concept of Welfare State in *Arthaśāstra* of Kauṭilya (*Arthaśāstra*, 1.13: '*Matsyanyāyābhibhutah*' to '*Yo' Asmāngopāyatīti*')
- Essential Qualities of King (*Arthaśāstra*,6.1.16-18: '*Sampādayatyasampannaḥ*' to '*Jayatyeva Na Hīyate*')
- Conduct of the state (Manusmṛti 7 Verses 1 to 15)

**Unit IV State and International Relations. Credit 1**

- 'Saptāṅga' Theory of State:
  - 1. Svāmi, 2. Amātya, 3. Janapada 4. Pura, 5. Kośa, 6. Daṇḍa and 7. Mitra (Arthaśāstra 6.1) (Mahābhārata, Śāntiparva 56.5) (Śukranīti, 1.61-62)
- 'Maṇḍala 'Theory of Inter-State Relations:
  - 1. *Ari*, 2. *Mitra*, 3. *Ari-mitra*, 4. *Mitra-mitra*, 5. Ari-mitramitra.
- *Śāḍgunya* 'Policy of War and Peace:
  - *Sandhi*, 2. *Vigraha*, 3. *Yāna*, 4. *Āsana*, 5. *Saṁśraya* 6. *Dvaidhibhāva*.

**Essential/Recommended Readings/Texts:**


1. Shastri, H. P. (Trans.). (1952–1959). Mahābhārata (7 Vols). London.
2. Kangale, R. P. (Ed.). (1965). Arthaśāstra of Kautilya. Delhi: Motilal Banarsidass.
3. Yājñavalkyasmṛti with Mitākṣarā commentary. (1967). Varanasi: Chowkhamba Sanskrit Series Office.
4. शास्त्री, उदयवीर, (1970), कौटिलीय अर्थशास्त्र, दिल्ली : मेहर चन्द लछमन दास।
5. ऋग्वेदासांहिता, (1983), संपादकः श्रीमन्मोक्षमूलरभट्टः. वाराणसी : कृष्णदास अकादमी।
6. श्रीमद्भगवद्गीता, शांकरभाष्य. (2001). गोरखपुर : गीताप्रेस।
7. Olivelle, P. (Ed. & Trans.). (2006). Manu's Code of Law: A Critical Edition and Translation of the Mānava-Dharmaśāstra. New Delhi: Oxford University Press.
8. मनुस्मृति, (2015), दिल्ली : चौखंबा प्रकाशन।
9. वराहमिहिर, बृहत्संहिता (हिन्दी अनुवाद: बलदेव प्रसाद मिश्र), मुंबई : खेमराज श्रीकृष्णदास प्रकाशन।
10. महाभारत (1–6 भाग, हिन्दी अनुवाद सहित), (2020), गोरखपुर : गीताप्रेस।


**Additional Readings:**


1. Ghosal, U. N., (1959). A History of Bharatiya Political Ideas. Bombay.

2. Law, N. S. (1960). Aspect of Ancient Bharatiya Polity. Calcutta.
3. Saletore, B. A. (1963). Ancient Bharatiya Political Thought and Institutions. Bombay.
4. Altekar, A. S. (1965). The Position of Women in Hindu Civilization. Delhi.
5. काणे. पी. वी, (1966–73), धर्मशास्त्र का इतिहास (1–4 भाग), लखनऊ: उत्तर प्रदेश हिन्दी संस्थान।
6. Jayaswal, K. P. (1967). Hindu Polity. Bangalore.
7. Prasad, Beni. (1968). Theory of Government in Ancient India, Allahabad.
8. विद्यालङ्कार, सत्यकेतु, (1968), प्राचीन भारतीय शासन व्यवस्था और राजशास्त्र, मैसूर: सरस्वती सदन।
9. Pandey, G. C. (1984). Jaina Political Thought. Jaipur: Prakrit Bharti.
10. Bhandarkar, D. R. (1988). Some Aspects of Ancient Bharatiya Hindu Polity. Banaras: Banaras Hindu University.
11. Sharma, R. S. (1996). Aspects of Political Ideas and Institutions in Ancient India. Delhi: MLBD.
12. Prabhu, P. H. (1998). Hindu Social Organisation. Mumbai: Popular Prakashan.
13. Mehta, V. R. (1999). Foundations of Bharatiya Political Thought. Delhi: Manohar Publisher.
14. Altekar, A. S. (2001). State and Government in Ancient India. Delhi: Motilal Banarsidass.
15. जायसवाल, सुवीरा, (2004), वर्ण तथा जाति व्यवस्था: उद्भव तथा विकास।
16. Mathur, A. D. (2006). Medieval Hindu Law. New Delhi: Oxford University Press.
17. रुस्तगी, उर्मिला, (2019), स्मृतियों में न्याय प्रक्रिया, दिल्ली: जे.पी. पब्लिशिंग हाउस।
18. Jha, M. N. Modern Bharatiya Political Thought. Meerut: Meenakshi Prakashan.
19. Lingat, Robert. Classical Hindu Law.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

# Major 1.5: Introduction to Itihāsa-Purāṇa Tradition - I (General)

**Course Objectives:**

1. To enable students to know the origin and evolution of Itihāsa-purāṇa tradition.
2. To impart knowledge of texts and authors of Itihāsa-purāṇa
3. To prepare students to understand the role of Itihāsa-purāṇa in development of Indian narrative tradition.
4. To make students aware of religious, spiritual and cultural significance of Itihāsa-purāṇa tradition.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Discuss the significance of Itihāsa and Purāṇa and demonstrate their authority in the Vedas, Upaniṣads, Smṛtis, Arthaśāstras and other texts.
2. Review various editions of the Rāmāyaṇa and highlight the unique characteristics of folk customs and culture found therein.
3. Explain the developmental stages of the Mahābhārata and describe its encyclopedic nature.
4. Examine the topics in the eighteen Purāṇas and describe their contributions to history, Dharma, culture, geography, arts and crafts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.5 | Introduction to Itihāsa-Purāṇa Tradition – I (General) | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Meaning and Significance of Itihāsa-Purāṇa.** **Credit 1**

- Meaning of Itihāsa and Purāṇa.
- Mentions of Itihāsa and Purāṇa in Atharvaveda (15-6-8,11), Chāndogya Upaniṣad (7.4) and Arthaśāstra (1.5)
  - Exposition of: "इतिहासपुराणाभ्यां वेदं समुपबृहंयेत्।"
- Panca Lakṣaṇa (Five Characteristics) of Purāṇa.
- The place of Itihāsa-Purāṇa in the Indian narrative tradition.

**Unit II Rāmāyaṇa.** **Credit 1**

- The text and author of Rāmāyaṇa.
- Various versions and critical editions of Rāmāyaṇa.
- Ethos and culture depicted in Rāmāyaṇa.
- Rāmāyaṇa as a source-book (Upajīvya) for later literary production.

**Unit III Mahābhārata.** **Credit 1**

- The text and author of Mahābhārata.
- Evolution of the text:
    - Jaya.
    - Bhārata.
    - Mahābhārata.
- Brief description of 18 chapters of Mahābhārata.
- Mahābhārata as an encyclopaedic text.
- Mahābhārata as a source-book (Upajīvya) for later literary production.

**Unit IV Purāṇa.** **Credit 1**

- Brief introduction to 18 Purāṇas.
- Purāṇa as a source-book for:
    - History.
    - Religion.
    - Culture.
    - Geography.
    - Art and craft.

**Essential/Recommended readings/Texts:**


1. Chaturvedi, Badarinath. (2006). *Mahabharata: An Inquiry in the Human Condition*. Delhi: Orient Longman.
2. बांडिवदेकर, चन्द्रकांत, (2009), *भारतीय साहित्य पर महाभारत का प्रभाव*, आर्य प्रकाशन मंडल।
3. Rajagopalachari, C. (2013). *Ramayana*. Mumbai: Bharatiya Vidya Bhavan.
4. स्वामी सत्यरुपानंद, (2018), *महाभारत-मुक्ता*, नागपुर: रामकृष्ण मठ।
5. जोशी, दिनकर, (2020), *महाभारत एक दर्शन*, प्रभात प्रकाशन।
6. (2021), *श्रीमद्वाल्मीकीय रामायण*, गोरखपुर: गीताप्रेस।
7. Keith, A. B., *History of Classical Sanskrit Literature*. Delhi: MLBD.
8. शर्मा, उमाशंकर ऋष, *संस्कृत साहित्य का इतिहास*, दिल्ली: ऋषि प्रकाशन।
9. द्विवेदी, कपिलदेव, *संस्कृत साहित्य का समीक्षात्मक इतिहास*।
10. उपाध्याय, बलदेव, *पुराण-विमर्श*।
11. व्यास, नानूराम, *रामायणकालीन संस्कृति*, सस्ता साहित्य मंडल।

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

# SEMESTER - 2

## Major 1.6: Classical Sanskrit Literature: Defence Perspectives - I

**Course objectives:**

1. To introduce students to key works of classical Sanskrit literature relevant to statecraft, governance, economy and defense.
2. To analyze political and military ideas embedded in epic and nīti texts.
3. To contextualize strategic thinking in the socio-cultural environment of ancient India.
4. To explore ethical dimensions of warfare and governance.
5. To assess the continuing relevance of these texts to modern strategic studies.

**Learning outcomes:**

After the completion of the course, the students will:

1. Identify and explain major concepts of statecraft, economy and defense in selected Sanskrit texts.
2. Analyze leadership strategies and diplomatic models in the Rāmāyaṇa and Mahābhārata.
3. Compare strategic and administrative principles across Śukranīti, Nītiprakāśikā and the epics.
4. Critically evaluate ancient military ethics and their applicability to contemporary defense studies.
5. Relate classical strategic thought to modern challenges in governance and security.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical / Practice | |
| Major 1.6 | Classical Sanskrit Literature: Defence Perspectives – I | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Statecraft and Economy in Śukranīti.** **Credit 1**

- The brief introductions text and author of Śukranīti
- Principles of Statecraft (Rājadharma & Governance) (1st and 2nd Chapters)
    - Role of the King
    - Administrative Structure
    - Diplomacy & Foreign Relations
- Economy (Arthopāya & Resource Management) (4th Chapter)
    - Revenue and Taxation
    - Trade and Commerce
    - Resource Allocation for Defense

- Military Organization and Defense Strategy (4th Chapter)
  - Army Structure (Caturaṅgabala)
  - Fortifications
  - Espionage and Intelligence
  - War Ethics

**Unit II Nītiprakāśikā.** **Credit 1**

- The brief introductions text and author of Nītiprakāśikā
- Governance & Administration (8th Chapter)
- significance of Rājaniti as a foundation for defense (1st Chapter)
- Weaponry and Tactical Formations (4th-6th Chapters)
- Military Structure and Ethics (6th-7th Chapters)

**Unit III Rāmāyaṇa.** **Credit 1**

- The brief introductions text and author of Rāmāyaṇa
- Military Organization and Warfare in Rāmāyaṇa (3.1–3, 36–43, 6. 6–20, 21–30)
- Diplomacy, Intelligence and Strategy depicted in Rāmāyaṇa (2.1–4, 100–107, 5.1–68,6.1-10,16-22)

**Unit IV Mahābhārata.** **Credit 1**

- The text and author of Mahābhārata.
- Foundations of Statecraft & Defense (12.5-10,56-69,88-92)
- Military Strategy in Mahābhārata (6.20-30, 12.99-100)
- Diplomacy, Intelligence & Espionage (5.127-140,12.95-98)
- Ethics of War (6.96-102, 9.25-30)

**Essential/Recommended Readings/Texts:**

1. Sarkar, B. K. (Ed. & Trans.). (1914). Śukranīti: Text with English translation. Calcutta: Calcutta University.
2. Keith, A. B. (1928). History of classical Sanskrit literature. Delhi: Motilal Banarsidass. [Original work published 1928; reprint year not specified]
3. Sukthankar, V. S., et al. (Eds.). (1933–1966). The Mahābhārata: Critically edited edition (19 vols.). Pune: Bhandarkar Oriental Research Institute.
4. Jha, G., & Agrawal, V. S. Śukranīti. Varanasi: Chaukhamba Sanskrit Academy.
5. Chaturvedi, J. C. Nītiprakāśikā. Varanasi: Chaukhamba Orientalia.
6. Bandiwadekar, C. (2009). Bhāratīya sāhitya par Mahābhārata kā prabhāva. Delhi: Arya Prakashan Mandal.
7. Rajagopalachari, C. (2013). Ramayana. Mumbai: Bharatiya Vidya Bhavan.
8. Swami Satyarupananda. (2018). Mahābhārata-muktā. Nagpur: Ramakrishna Math.
9. NCERT. (2018). Saṃskṛta vāṅmaya meṃ vijñāna kā itihāsa. Delhi: NCERT.
10. Śrīmad-Vālmīkiya Rāmāyaṇa. (2021). Gorakhpur: Gita Press.

**Additional Reading:**

1. Hopkins, E. W. (1924). *The Ethics of India*. Originally published 1924, Reprint: Delhi: Motilal Banarsidass, 1991.

2. Altekar, A. S. (1956). *State and Government in Ancient India*. Delhi: Motilal Banarsidass.
3. Ghoshal, U. N. (1959). *A History of Hindu Political Theories*. Oxford: Oxford University Press.
4. Derrett, J. D. M. (1973). *Religion, Law and the State in India*. London: Faber & Faber.
5. Lingat, Robert. (1973). *The Classical Law of India*. Trans. J. D. M. Derrett. Berkeley: University of California Press.
6. Sharma, R. S. (1991). *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarsidass.
7. Mishra, V. N. (2005). *The Concept of Rājadharma in the Mahābhārata*. Varanasi: Chowkhamba Sanskrit Series Office.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

# Major 1.7: Geopolitics and Military Geography

**Course Objectives:**

1. To Understand the foundational concepts, principles and schools of thought in geopolitics and military geography.
2. To Analyse the geostrategic position of countries and its influence on national security.
3. To Explain the application of geography in land, sea and air warfare.

**Learning outcomes:**

After the completion of the course, the students will:

1. Learn the concepts and relevant attributes of geopolitics and military geography for national security.
2. Concept and difference between Frontiers and Boundaries and their various types; and
3. Be in a position to comprehend strategic policies for a nation state.
4. Apply military geography concepts to real-world defense and security scenarios.
5. Read, interpret, and create maps effectively for strategic and analytical purposes.
6. Integrate knowledge of geography, geopolitics and geostrategy for decision-making and policy analysis.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical / Practice | |
| Major 1.7 | Geopolitics And Military Geography | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Geopolitics.** **Credit 1**

- Meaning, Concept and Factors of Geopolitics.
- Prerequisite Factors of a State; Function of Power.
- Evolution of Geopolitical Thought including key Geopolitical Theorists.
- Frontiers and Boundaries: Land and Maritime.
- Buffer and Landlocked States.

**Unit II Introduction to Geostrategy.** **Credit 0.5**

- Meaning, Concept and Factors of Geostrategy.
- Geostrategic Position and Importance: Case Studies of Various Countries and Islands.
- Strategic Minerals and Resources: Types, Uses and Significance.

**Unit III Introduction to Military Geography.** **Credit 1**

- Meaning, Concept and Definitions of Military Geography.
- Elements, Types, Scope, Significance and Uses of Military Geography.
- Role of Geography in Land, Sea and Air Warfare.

**Unit IV Strategic Importance of India's Land and Maritime Boundaries. Credit 1**

- Historical Evolution of India's Boundaries.
- India's Western Land Boundary.
- India's Northern Land Boundaries.
- India's North Eastern Land Boundaries.
- India's Maritime Boundaries.

**Unit V Map Reading. Credit 0.5**

- Meaning and Types of Maps; Conventional Signs.
- Scale and Grid System; Topographical Forms and Technical Terms.
- Relief, Contours and Gradients; Cardinal Points and Types of North.
- Types of Bearing and Use of Service Protractor; Prismatic Compass and GPS.
- Map Setting, Locating North and Self etc.

**Essential/Recommended Readings/Texts:**


1. Das, S. T. (1985). *Geo-Strategies*. Allahabad: Kitab Mahal.
2. Black, Jeremy. (1996). *Cambridge Illustrated Atlas: Warfare, Renaissance to Revolution, 1492–1792*. Cambridge: Cambridge University Press.
3. Chandler, David G. (1996). *Atlas of Military Strategy: The Art, Theory and Practice of War, 1618–1878*. London: Arms and Armour.
4. Peltier, L. C., & Pearcy, J. A. (1996). *Military Geography*. Princeton: Princeton University Press.
5. Collins, John M. (1998). *Military Geography for Professionals and the Public*. Washington, DC: NDU Press.
6. Sali, M. L. (2009). *Military Geography*. New Delhi: Manas Publications.
7. Woodward, Rachel. (2019). *A Research Agenda for Military Geographies*. Cheltenham: Edward Elgar Publishing.


**Additional readings**


1. Mahan, A. T. (1987). The influence of sea power upon history, 1660–1783. Mineola, NY: Dover Publications. (Original work published 1890)
2. Mackinder, H. J. (1919). Democratic ideals and reality. New York: Henry Holt and Company.
3. Spykman, N. J. (2008). America's strategy in world politics. New Brunswick, NJ: Transaction Publishers. (Original work published 1942)
4. Brzezinski, Z. (1997). The grand chessboard: American primacy and its geostrategic imperatives. New York: Basic Books.
5. Gray, C. S. (2012). War, peace and international relations. London: Routledge.
6. Kaplan, R. D. (2012). The revenge of geography. New York: Random House.
7. Cohen, S. B. (2015). Geopolitics: The geography of international relations. Lanham, MD: Rowman & Littlefield.
8. Flint, C., & Taylor, P. (2018). Political geography: World-economy, nation-state and locality. London: Routledge.

9. Dodds, K. (2019). Geopolitics: A very short introduction. Oxford: Oxford University Press.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Participation in workshops or guest lectures on geopolitics/military geography.
2. Writing assignments on specific geopolitical theories or geostrategic case studies.
3. Producing short explainer videos on map reading, navigation, or strategic locations.
4. Participation in simulation exercises or strategic decision-making war games.
5. Presentation of a case study on the impact of geography on a historical or contemporary battle.
6. Map-reading practical test including use of compass/GPS and identification of strategic features.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

# Major 1.8: Sanskrit through Arthaśāstra - I

**Course Objectives:**

1. To assist students to acquire proficiency in Sanskrit to read the Arthaśāstra independently.
2. To enable students to understand the original text of Arthaśāstra in Sanskrit.
3. To make students aware of the different aspects of the Arthaśāstra and its vocabulary.
4. To prepare students to understand the role of Arthaśāstra in development of Indian polity.

**Learning outcomes:**

After the completion of the course, the students will:

1. Acquire proficiency in Sanskrit to read the Arthaśāstra independently.
2. Able to understand the original text of Arthaśāstra in Sanskrit.
3. Become aware of the different aspects of the Arthaśāstra and its vocabulary.
4. Able to explore the role of Arthaśāstra in development of Indian polity.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical / Practice | |
| Major 1.8 | Sanskrit through Arthaśāstra - I | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Arthaśāstra & Sanskrit.** **Credit 1**

- Introduction to Arthasśāstra: author, historical context, structure of the text.
- Grammatical analysis of verses connected to राष्ट्रजनपदनिवेशः जनपदस्य स्थापना।
- प्रकृतिसम्पदः राजा च - Environmental wealth and the king.

**Unit II Economics and Financial Administration.** **Credit 1**

- Grammatical analysis of verses defining दण्डनीतिः - Law, Justice and Punishments.
- इन्द्रियजयः अरिषड्वर्गत्यागः च - Control of one's senses and the six vices.
- विभागानाम् अध्यक्षाः - Heads of Departments and their roles.
- राजकोशः - Reading and translating passages on economic policies, treasury management and revenue systems.
- राज्यस्य आयव्ययौ - Defining the gains and expenditures of of a kingdom and familiarisation with vocabulary set: kosha, āya (income), vyaya (expenditure), kara (tax), śulka (duty)

**Unit III State Policy and the Powers of a King.** **Credit 1**

- षाड्गुण्यम् - State Policy and Diplomacy.
- शक्तिस्त्रिविधा - The threefold power of the King.
- Comparative analysis of relevance and applications of षाड्गुण्यम् in the contemporary context.

**Unit IV Policy, Law and Continental Relevance.** **Credit 1**

- दण्डः - Examination of Danda (Law/Punishment), Nyaya (Justice) and Policy-Making language in Arthaśāstra.
- Translation of excerpted prescriptions for law enforcement, justice and statecraft.
- Analytical discussion: how Sanskrit linguistically frames Policy, Justice and Governance.
- Final reflections: modern relevance of Arthaśāstra themes in administration and management studies.

**Essential/Recommended Readings/Texts:**


1. Shamasastry, R. (1915). *Kautilya's Arthaśāstra: With an English Translation*. Bangalore: Government Press.
2. Kangle, R. P. (1960). *The Kauṭilīya Arthaśāstra, Part I: A Critical Edition with a Glossary*. Bombay: University of Bombay.
3. Kangle, R. P. (1963). *The Kauṭilīya Arthaśāstra, Part II: An English Translation with Critical and Explanatory Notes*. Bombay: University of Bombay.
4. Rangarajan, L. N. (1992). *Kautilya: The Arthaśāstra*. New Delhi: Penguin Books.
5. Upadhyaya, Vishnu Prasad, & Mukherjee, Partha. (2021). *Learn Samskrit – The Language of Arthaśāstra*. New Delhi: Samskrit Promotion Foundation.


**Additional Readings:**


1. Rangarajan, L. N. (1992). *Kautilya: The Arthashastra*. New Delhi: Penguin Books.
2. Olivelle, Patrick. (2013). *King, Governance and Law in Ancient India: Kautilya's Arthashastra*. Oxford: Oxford University Press.
3. NCERT. (2018). *संस्कृत वाङ्मय में विज्ञान का इतिहास*, दिल्ली : NCERT.
4. Vyoma Linguistic Labs Foundation. (Accessed August 31, 2025). *Sanskrit from Home: Arthashastra-Related Courses and Modules*. https://www.sanskritfromhome.org.
5. K. J. Somaiya Arts and Commerce College. (Accessed August 31, 2025). *Kautiliya Arthashastra – Programme Details*.
6. Samskrita Bharati. (Accessed August 31, 2025). *Pedagogical Resources for Sanskrit Language Immersion and Conversational Sanskrit*. https://samskritabharati.in.


**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Participation in workshops.
2. Writing assignments.
3. Producing videos based on the topic of the text.

4. Group presentation on the comparison of ancient and modern concepts covered in Arthasśāstra.
5. Small project on Arthasśāstra.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

# Major 1.9: Statecraft and Diplomacy

**Course Objectives**

1. To Explain the conceptual foundations, evolution and various forms of diplomacy and statecraft.
2. To Familiarize students with international negotiation processes, their actors and real-world case studies.
3. To Critically analyze the shifting balance of power and diplomatic challenges in the changing global order.
4. To Examine India's diplomatic history, strategic choices and foreign policy directions in a comparative global context.
5. To Develop analytical and communication skills to interpret and present complex diplomatic and geopolitical scenarios.

**Learning outcomes:**

After the completion of the course, the students will:

1. Explain the theoretical, historical and conceptual underpinnings of diplomacy and statecraft.
2. Compare and contrast different types of diplomacy and negotiation strategies in global politics.
3. Critically assess the changing power dynamics in the international system and their implications for diplomacy.
4. Examine India's evolving diplomatic role in the global arena with relevant case studies.
5. Apply theoretical knowledge to simulate negotiation processes, write policy briefs and evaluate diplomatic strategies.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical / Practice | |
| Major 1.9 | Statecraft And Diplomacy | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Statecraft & Diplomacy.** **Credit 1**

- Theories of International Relations: Basics and Concepts.
- Concept of Diplomacy: Definition, Nature and Scope.
- Evolution of Diplomacy (from Ancient to Modern times): Historical Background, Origin and Modern Trends.
- Understanding Statecraft and Geopolitics - Conceptual Framework.

**Unit II Understanding International Negotiations: Being a Good Diplomat. Credit 1**

- The Art of Negotiation: Getting to a "Yes" (Understanding the Actors involved in Principled Negotiation)
- Multilateral and Regional Diplomacy: Case Studies of Multilateral and Regional negotiations (WTO, European Union, ASEAN, RCEP etc.)
- War vs Diplomacy: Successes and failures of Diplomacy.

**Unit III Contemporary Dynamics in Diplomacy- Cognates and Attributes. Credit 1**

- Defining Great Powers as a conceptual category- Superpower bipolarity and the Cold War, American Hegemony, Rise of China and Multipolarity.
- Understanding Challenges of Diplomacy in a Changing World Order: US-China rivalry, regional hegemonic rivalries in the Indo-Pacific, South Asia, West Asia/Middle East, Europe and Africa.
- Types of Diplomacy: Political, Economic, Public, Environmental, Cultural and Development Diplomacy.

**Unit IV The Future of Statecraft and the Case of India. Credit 1**

- Nationalism and Internationalism in Diplomacy: Case studies and examples.
- War, Alliance and Trade.
- India in the Diplomatic Arena: Trends in Indian Foreign Policy and Indian Diplomacy@75.

**Essential/Recommended Readings/Texts:**

1. Holbraad, Carsten, ed. (1971). *Superpowers and World Order*. Canberra: ANU Press.
2. Anderson, M. S. (1993). *The Rise of Modern Diplomacy, 1450–1919*. London: Routledge.
3. Morgenthau, Hans J. (1993). *Politics Among Nations*. New York: McGraw-Hill.
4. Kissinger, Henry. (1994). *Diplomacy*. New York: Simon & Schuster.
5. Freeman, Charles. (1994). *The Diplomat's Dictionary*. Washington, DC: National Defense University Press.
6. Craig, Gordon A. and Alexander L. George. (1995). *Force and Statecraft: Diplomatic Problems of Our Time*. Oxford: Oxford University Press.
7. Nye, Joseph S., Jr. (2004). *Soft Power: The Means to Success in World Politics*. New York: Public Affairs.
8. Mohan, C. Raja. (2006). "India and the Balance of Power." *Foreign Affairs* 85(4): 17–32.
9. Acharya, Amitav and Barry Buzan, eds. (2010). *Non-Western International Relations Theory*. London: Routledge.
10. Cooper andrew F., Jorge Heine and Ramesh Thakur. (2013). *The Oxford Handbook of Modern Diplomacy*. Oxford: Oxford University Press.

**Additional readings:**

1. Holbraad, C. (Ed.). (1971). Superpowers and world order. Canberra: ANU Press.

2. Anderson, M. S. (1993). The rise of modern diplomacy, 1450–1919. London: Routledge.
3. Morgenthau, H. J. (1993). Politics among nations. New York: McGraw-Hill.
4. Freeman, C. (1994). The diplomat's dictionary. Washington, DC: National Defense University Press.
5. Kissinger, H. (1994). Diplomacy. New York: Simon & Schuster.
6. Craig, G. A., & George, A. L. (1995). Force and statecraft: Diplomatic problems of our time. Oxford: Oxford University Press.
7. Nye, J. S., Jr. (2004). Soft power: The means to success in world politics. New York: Public Affairs.
8. Mohan, C. R. (2006). India and the balance of power. Foreign Affairs, 85(4), 17–32.
9. Acharya, A., & Buzan, B. (Eds.). (2010). Non-Western international relations theory. London: Routledge.
10. Cooper, A. F., Heine, J., & Thakur, R. (2013). The Oxford handbook of modern diplomacy. Oxford: Oxford University Press.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Participation in workshops on negotiation, mediation and conflict resolution.
2. Writing assignments on specific diplomatic incidents, treaties, or crises.
3. Producing short videos explaining a diplomatic concept, negotiation strategy, or famous case study.
4. Participation in simulation exercises (e.g., Model United Nations, Track II dialogues).
5. Presentation of a case study analyzing a successful or failed diplomatic negotiation.
6. Role-play exercises where students act as diplomats representing different states in a multilateral forum.
7. Preparation of a policy brief with recommendations for a real-world foreign policy challenge.

**Difficulty Level 100-199**

**Credits - 4**
**Hours - 60**

# Major 1.10: Critical Survey of Śāstric Literature

**Course objectives:**

1. To enable students to know the Ancient Indian Shastric Literature.
2. To impart knowledge of some important texts and authors who possessed knowledge on Medical Science, Aeronautics, Music, Dances, Paintings etc.
3. To prepare students to exhibit their ancient Knowledge System.
4. To introduce the contribution of Charak, Sushrut, Bharat, Nagarjun, Paalkaapya etc.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Describe the importance and contribution of medicine (Cikitsā), Botany (Vanaspati) and Chemistry (Rasāyaṇśāstra).
2. Highlight the importance of Music (Saṅgīta), Dance (Nṛtya), Erotics (Kāmaśāstra) and other similar disciplines.
3. Acquire the ability to explain certain aspects of the ancient scientific tradition.
4. Be able to introduce the sciences of lexicography (Kośa), Aviation (Vimāna) and others.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 1.10 | Critical Survey of Śāstric Literature | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Sciences in Sanskrit Literature.** **Credit 1**

- Medical Science (चिकित्साशास्त्रम्)
- Botany (वनस्पतिशास्त्रम्)
- Rasayana (रसायनशास्त्रम्)

**Unit II Arts in Sanskrit Literature.** **Credit 1**

- Music (संगीतशास्त्रम्)
- Dance (नृत्यशास्त्रम्)
- Kaamshastra (कामशास्त्रम्)
- Painting (चित्रकला)

**Unit III Special Sciences in Sanskrit Literature.** **Credit 1**

- Lexicography (कोशशास्त्रम्)
- Vimanshastra (वैमानिकशास्त्रम्)
- Equine Science (अश्वशास्त्रम्)

- Elephant-lore (गजशास्त्रम्)

**Unit IV Śāstric Applications in Society. Credit 1**

- Origin and Development, Importance, Relevance, Contribution to the Societies, Area and Scope of these Shastras.

**Essential/Recommended Readings/Texts:**


1. Halayudha. (1900). *Shabdakalpadruma*. Pune: Nirnaya Sagar Press.
2. Bharata. (1951). *Natyashastra*. Calcutta: Royal Asiatic Society.
3. Amarasimha. (1993). *Amarakosha*. Delhi: Motilal Banarsidass.
4. Yaska. (1996). *Nirukta*. Delhi: Motilal Banarsidass.
5. Vachaspatimisra. (1996). *Vachaspatyam*. Delhi: Motilal Banarsidass.
6. Charaka. (2013). *Charaka Samhita*. Varanasi: Chaukhambha Bharati Academy.
7. Vagbhata. (2015). *Ashtanga Hridaya*. Varanasi: Chaukhambha Sanskrit Series Office.
8. Sushruta. (2016). *Sushruta Samhita*. Varanasi: Chaukhambha Orientalia.


**Additional Readings:**


1. Keith, A. B. (1920). History of classical Sanskrit literature. Delhi: Motilal Banarsidass. [Hindi translation: मंगलदेव शास्त्री, दिल्ली: मोतीलाल बनारसीदास]
2. Shastri, M. K. (1937). History of classical Sanskrit literature (1st ed.). Delhi: Motilal Banarsidass.
3. Shastri, G. (1947). A concise history of Sanskrit literature. Delhi: Motilal Banarsidass.
4. बाशम, ए. एल. (1995). अद्भुत भारत. अनु० पाण्डेय वेंकटेशचन्द्र, आगरा: शिवलाल अग्रवाल एण्ड कम्पनी।
5. शर्मा, डॉ. उमाशंकर. (2014). संस्कृत साहित्य का इतिहास।
6. संस्कृत वाङ्मय में विज्ञान का इतिहास. (2014). दिल्ली: एन. सी. ई. आर. टी. ।
7. गोयल, प्रीतिप्रभा. (2016). संस्कृत साहित्य का इतिहास. जोधपुर: राजस्थानी ग्रन्थगार।
8. मिश्र, पंकज कुमार, डॉ. (2019). चार्वाक. दिल्ली: शिबालिक प्रकाशन।
9. त्रिपाठी, राधावल्लभ. (2021). संस्कृत साहित्य का अभिनव इतिहास. वाराणसी: विश्वविद्यालय प्रकाशन।
10. सूर्यकान्त, डॉ. संस्कृत वाङ्मय का विवेचनात्मक इतिहास।

# SECOND YEAR: MAJOR PAPERS

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

# SEMESTER - 3

## Major 2.1: Sanskrit through Arthaśāstra - II

**Course objectives:**

1. To advance reading competence through complex passages from the Arthaśāstra.
2. To deepen knowledge of specialised economic, financial and legal Sanskrit vocabulary.
3. To analyse the philosophical and practical aspects of law, justice and policy through Sanskrit.
4. To cultivate comparative and applied insights between classical and contemporary governance.

**Learning outcomes:**

After the completion of the course, the students will:

1. Translate, annotate and critically analyse advanced passages.
2. Employ precise Sanskrit vocabulary in the context of finance, taxation, law and justice.
3. Explain how linguistic formulations support Kautilya's statecraft philosophy.
4. Draw comparative parallels between Arthaśāstra principles and modern administrative science.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical / Practice | |
| Major 2.1 | Sanskrit through Arthaśāstra - II | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Fiscal Governance and State.** **Credit 1**

- Revision of the key concepts covered in Part -1.
  and overview of the remaining chapters.
- Grammatical analysis and introduction to key concepts like भ्रष्टाचारविषये कौटिल्यस्य मतम् - Corruption and its management.
- अध्यक्षप्रचारः - Heads of various departments.
- Textual study: methods of revenue collection, taxation principles, fiscal responsibility.
- Translation + analysis of select Arthaśāstra passages.

**Unit II Economic Policy and Philosophy of Statecraft.** **Credit 1**

- Grammar and terminologies related to खनिज-द्रव्यानांपरिज्ञानां विक्रयणव्यवस्था - State supervision of mines and mineral wealth.
- पुरुषार्थस्य महत्ता - Integration of Puruṣārthas in governance and policy-making.
- राजकरः - Principles of just taxation (Samāhāra and Vyayapravṛtti)

- Impact of taxation on Economy, Society and Military funding.
- Reading passages on Commerce and Economic regulation.

**Unit III Law, Justice and Punishment.** **Credit 1**

- अपराधस्य शमनं नियन्त्रणं च - Crime: Suppression and Regulation.
- राजभवनम् - The Royal Court of Justice.
- Selected passages on judicial process, fines and penal codes.
- Comparative discussion: Sanskrit legal lexicon vs. modern legal systems.

**Unit IV Statecraft, Espionage and Political Governance .** **Credit 1**

- गूढपुरुषप्रणिधिः (गुप्तचराणां नियुक्तिः) - Appointment and Role of Secret Agents (Spies)
- प्रशासनम् (मन्त्री सचिवः च) - Administration and selection of Ministers.
- Reflection paper: Relevance of Arthaśāstra vocabulary in today's political science.

**Essential/Recommended Readings/Texts:**

1. Shamasastry, R. (1915). *Kautilya's Arthashastra: With an English Translation*. Bangalore: Government Press.
2. Kangle, R. P. (1960). *The Kauṭilīya Arthaśāstra, Part I: A Critical Edition with a Glossary*. Bombay: University of Bombay.
3. Kangle, R. P. (1963). *The Kauṭilīya Arthaśāstra, Part II: An English Translation with Critical and Explanatory Notes*. Bombay: University of Bombay.
4. Rangarajan, L. N. (1992). *Kautilya: The Arthashastra*. New Delhi: Penguin Books.
5. Upadhyaya, Vishnu Prasad and Partha Mukherjee. (2021). *Learn Samskrit – The Language of Arthaśāstra*. New Delhi: Samskrit Promotion Foundation.

**Additional Readings:**

1. Rangarajan, L. N. (1992). *Kautilya: The Arthashastra*. New Delhi: Penguin Books.
2. Olivelle, Patrick. (2013). *King, Governance and Law in Ancient India: Kautilya's Arthashastra*. Oxford: Oxford University Press.
3. Vyoma Linguistic Labs Foundation. *Sanskrit From Home: Arthashastra-Related Courses and Modules*. Accessed August 31, 2025. https://www.sanskritfromhome.org.
4. K. J. Somaiya Arts and Commerce College. *Kautiliya Arthashastra – Programme Details*. Accessed August 31, 2025.
5. Samskrita Bharati. *Pedagogical Resources for Sanskrit Language Immersion and Conversational Sanskrit*. Accessed August 31, 2025. https://samskritabharati.in.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Participation in workshops.
2. Writing assignments.
3. Producing videos based on the topic of the text.
4. Group presentation on the comparison of ancient and modern concepts covered in Arthasśāstra.

5. Small project on Arthasśāstra.
6. Presentation of the topic in the Vagvardhini Parishad.

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

## Major 2.2: The Ideal of Governance (Kaccit-Sarga of Rāmāyaṇa)

**Course Objectives:**

1. To understand the vision of ideal governance as exemplified by Śrī Rāma, while studying and internalising key administrative and ethical principles.
2. To develop proficiency in reciting and analysing the original Sanskrit verses through Pāṇinian grammar.
3. To reflect on the relevance of Rāmarājya in contemporary governance.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the historical, cultural and political significance of the Kacchit Sarga, outlining Rāma's vision of ideal governance.
2. Recite and interpret the 100th chapter of Ayodhyākāṇḍa (Kacchit Sarga) with accurate pronunciation, understanding of meaning and application of basic grammatical analysis.
3. Analyse key Sanskrit grammatical structures (Sandhi, Samāsa, Dhātu, Lakāra) present in the ślokas and demonstrate proficiency in parsing Sanskrit verses.
4. Apply the principles of Rāmarājya to critically evaluate and suggest frameworks for ethical leadership and governance in contemporary contexts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 2.2 | The Ideal of Governance (Kaccit-Sarga of Rāmāyaṇa) | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Context and Foundations of Kacchit Sarga.** **Credit 1**

- Historical setting: Ayodhyākāṇḍa and its turning points.
- Importance of Kacchit Sarga in governance discourse.
- Daily Pārāyaṇa practice: Recitation of initial ślokas.
- King's personal excellence: Education, character and self-control.
- Grammatical focus: Sandhi identification, basic compounds and introduction to Lakāra-s (tenses/moods)

**Unit II Administration, Ministers and Justice.** **Credit 1**

- Selection and training of ministers.
- Judiciary: Dispensation of justice, non-corruption and public grievance system.

- Economic measures: Trade, agriculture and resource management.
- Pārāyaṇa: Selected ślokas with chanting and meaning.
- Grammatical focus: Dhātu analysis, Lakāra-s and Samāsa exercises.

**Unit III Welfare, Security and Diplomacy. Credit 1**

- Citizen welfare and social responsibility of the King.
- Military organization and internal security.
- Ethical foreign policy and strategic alliances.
- Pārāyaṇa: ślokas with chanting, meaning and discussions.
- Grammatical focus: Advanced Samāsa analysis, syntax of long sentences, participles.

**Unit IV Reflections and Contemporary Relevance. Credit 1**

- Summarizing Rāma's advice to Bharata (Kacchit Sarga as a whole)
- Comparative study with modern governance principles.
- Student reflections: Essays and presentations.
- Final full Pārāyaṇa: Recitation of the entire 100th Sarga.
- Grammatical focus: Revision and full parsing of select key verses.

**Essential/Recommended readings/Texts:**

1. Vālmīki, Mahārṣi (1960). *The Vālmīki Rāmāyaṇa: Critical Edition (Ayodhyākāṇḍa)*. Baroda: Oriental Institute.
2. Govindarāja, Śrī (2005). *Bhūṣaṇam Commentary on Śrīmad Vālmīki Rāmāyaṇam (Ayodhyākāṇḍa)*. Varanasi: Chowkhamba Sanskrit Series.
3. Vālmīki, Mahārṣi (2011). *Śrīmad Vālmīki Rāmāyaṇam (Ayodhyākāṇḍa, Sarga 100 – Kacchit Sarga)*. Gorakhpur: Gita Press.

**Additional Readings:**

1. Ghoshal, U. N. (1959). *A History of Indian Political Ideas*. London: Oxford University Press.
2. Raghavan, V. (1975). *The Concept of Rāmarājya*. New Delhi: Rashtriya Sanskrit Sansthan.
3. Vidyabhushana, S. C. (1978). *A Short History of Sanskrit Literature*. Delhi: Motilal Banarsidass.
4. Kangle, R. P. (1992). *The Kauṭilīya Arthaśāstra, Part III: A Study*. Delhi: Motilal Banarsidass.
5. Hiriyanna, M. (1993). *Indian Conception of State and Ruler*. Mysore: Kavyalaya Publications.
6. Radhakrishnan, S. (1998). *The Ramayana as a Philosophy of Life*. Mumbai: Bharatiya Vidya Bhavan.
7. Boesche, Roger. (2002). *The First Great Political Realist: Kautilya and His Arthashastra*. Lanham: Lexington Books.
8. Sen, Amartya. (2009). *The Idea of Justice*. Cambridge: Harvard University Press.
9. Olivelle, Patrick. (2013). *King, Governance and Law in Ancient India: Kauṭilya's Arthashastra*. New Delhi: Oxford University Press.
10. Shourie, Arun. (2019). *Governance and the Sceptre of Rāma (Essays)*. New Delhi: HarperCollins.

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

# Major 2.3: Strategic Thought

**Course Objectives:**

1. To Familiarize students with the foundational ideas of classical and modern strategic thinkers from both Eastern and Western traditions.
2. To Provide analytical insights into the concepts of land, sea, air and nuclear warfare.
3. To Encourage critical evaluation of how strategic theories influence national security policy and military doctrines.
4. To Bridge the gap between theoretical knowledge and contemporary security practices.
5. To Develop analytical and comparative skills in understanding the continuity and change in strategic thought.

**Learning outcomes:**

After the completion of the course, the students will:

1. Examine the evolution of strategic thought from ancient to contemporary times.
2. Analyze the relevance of classical and modern thinkers to present-day strategic challenges.
3. Compare and contrast strategic theories across land, sea, air and nuclear domains.
4. Evaluate the role of deterrence, guerrilla warfare, diplomacy and indirect approaches in strategy.
5. Apply strategic theories to historical and contemporary case studies of war, peace and conflict.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 2.3 | Strategic Thought | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Classical Thinkers.** **Credit 0.5**

- Manu: On War; Elements of the Army; Military March; Tactics; Inter-State Relations; Diplomacy.
- Kautilya: On War; Saptang Theory; Composition of the Army; Inter-State Relations; Diplomacy.
- Sun Tzu: Art of War; Guerrilla War; Indirect Approach.

**Unit II Land Warfare.** **Credit 1**

- N. Machiavelli: On War; War and Policy.
- K. Clausewitz: On War; War and Policy; Strategy and Tactics.
- J.F.C. Fuller and Liddell Hart: Armoured Warfare; Concept of Plan 1919; Indirect Approach.

**Unit III Sea Power.** **Credit 1**

- A.T. Mahan: Theory of Sea Power.
- N.J. Spykman: Theory of Rimland.

**Unit IV Air Power.** **Credit 1**

- Giulio Douhet: Command of the Air.
- William Mitchell: Air Power and Strategy.
- Alexander de Seversky: Air Power and Global Strategy.

**Unit V Nuclear War and Peace.** **Credit 0.5**

- Concept and Theory of Deterrence.
- Views on Nuclear Deterrence: Bernard Brodie andre Beaufre.
- Y. Harkai: Theories of Nuclear War—Massive Retaliation, Flexible Response.

**Essential/Recommended Readings/Texts:**

1. Brodie, B. (1946). The absolute weapon: Atomic power and world order. New York: Harcourt.
2. Beaufre, A., & Ré. (1965). Deterrence and strategy. London: Faber & Faber.
3. Clausewitz, C. von. (1976). On war. Princeton, NJ: Princeton University Press.
4. Mahan, A. T. (1987). The influence of sea power upon history. New York: Dover.
5. Hart, B. H. L. (1991). Strategy. New York: Meridian.
6. Fuller, J. F. C. (1992). The conduct of war. New York: Da Capo Press.
7. Douhet, G. (2009). The command of the air. Tuscaloosa: University of Alabama Press.
8. Śāstrī, S. (2012). Kauṭilya's Arthaśāstra (Trans.). New Delhi: Low Price Publications.
9. Sun Tzu. (2015). The art of war. New Delhi: Grapevine India Publishers.
10. Adhikari, S. (2019). Development of strategic thought. Prayagraj: RUD Publications.

**Additional Readings:**

1. Greene, T. N. (1962). The guerrilla and how to fight him. New York: Praeger.
2. Nasution, A. H. (1965). Fundamentals of guerrilla warfare. New York: Praeger.
3. Mao, Z. (1967). On protracted war. Peking: Foreign Language Press.
4. Paret, P. (Ed.). (1986). Makers of modern strategy: From Machiavelli to the nuclear age. Princeton, NJ: Princeton University Press.
5. Duffy, C. (1987). Siege warfare. London: Routledge & Kegan Paul.
6. Reid, B. H. (1987). J. F. C. Fuller: Military thinker. London: Palgrave Macmillan.
7. Freedman, L. (1989). The evolution of nuclear strategy. London: Palgrave Macmillan.
8. Gray, C. S. (1999). Modern strategy. Oxford: Oxford University Press.
9. Ropp, T. (2000). War in the modern world. Baltimore: Johns Hopkins University Press.
10. Howard, M. (2002). Clausewitz: A very short introduction. Oxford: Oxford University Press.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Participation in workshops on strategic thought or military theory.

2. Writing assignments analyzing the works of a strategic thinker (e.g., Clausewitz, Kautilya, Sun Tzu).
3. Producing short videos explaining a strategic concept (e.g., deterrence, indirect approach, sea power).
4. Participation in simulation exercises or war games applying strategic principles.
5. Presentation of a case study on the impact of a strategic theory in a historical battle or war.
6. Comparative essays on Eastern and Western strategic thought.
7. Oral presentation on the relevance of classical strategic ideas to modern warfare.

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

# Major 2.4: India's Strategic Neighbourhood

**Course Objectives:**

1. To Provide a comprehensive understanding of India's strategic environment in its immediate and extended neighbourhood.
2. To Explore the political, economic and security dynamics shaping India's relations with South Asia, Southeast Asia, West Asia, Pakistan and China.
3. To Introduce students to the challenges and opportunities in India's regional foreign policy and security strategy.
4. To Enable students to critically assess India's policies within the frameworks of strategic trust, cultural identity and structural insecurity.
5. To Develop analytical and comparative skills to evaluate regional security through both historical and contemporary case studies.

**Learning outcomes:**

After the completion of the course, the students will:

1. Explore India's role and interests in South Asia, Southeast Asia, West Asia, Pakistan and China.
2. Evaluate the drivers and constraints of India's foreign and security policy toward its neighbours.
3. Assess the importance of regional groupings (SAARC, ASEAN, I2U2, etc.) for India's strategy.
4. Analyze how history, geography, demography and political evolution influence strategic cultures of Pakistan and China.
5. Apply theoretical and empirical insights to current developments in India's neighbourhood.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 2.4 | India's Strategic Neighbourhood | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I India, South Asia and SAARC.** **Credit 0.5**

- The idea of India, South Asia and SAARC.
- Strategic (Mis)trust and "structural insecurity" in the neighbourhood.
- India's strategic culture and regional diplomacy.

**Unit II India's Relations with South Asian Neighbours.** **Credit 0.5**

- India–Nepal & India–Bhutan relations.
- India–Afghanistan relations.

- India–Bangladesh relations.
- India–Sri Lanka and India–Maldives relations.

**Unit III India's Relations with Southeast Asia.** **Credit 0.5**

- India–Myanmar relations.
- India–Thailand and Indonesia.
- India–ASEAN and the "Act East" policy.

**Unit IV India's Relations with West Asia.** **Credit 0.5**

- India and the I2U2 (Israel, UAE, US)
- India's Relations with Saudi Arabia and Iran.
- Broader engagement with West Asia.

**Unit V Pakistan.** **Credit 1**

- Historical evolution of Pakistan: creation, political transitions.
- Geography and geostrategic significance.
- Demography and sectarian composition.
- Economy and recurring crises.
- Pakistan's military, nuclear forces and foreign policy.
- India–Pakistan relations and impact on Indian security.

**Unit VI China.** **Credit 1**

- Historical evolution: dynasties, imperialism, wars, revolutions.
- Geography, resources and territorial disputes.
- Key leaders and thinkers: Confucius, Sun Yat-sen, Mao, Zhou, Deng, Jiang Zemin, Hu Jintao, Xi Jinping.
- China's diplomacy: Panchsheel, US–China relations, Wolf Warrior diplomacy.
- Military modernisation and strategic culture.
- India–China relations and regional implications.

**Essential/Recommended readings/Texts:**

1. Fairbank, John King, ed. (1968). *The Chinese World Order: Traditional China's Foreign Relations*. Cambridge, MA: Harvard University Press.
2. Cohen, Stephen P. (2004). *The Idea of Pakistan*. Washington, DC: Brookings Institution Press.
3. Garver, John W. (2004). *Protracted Contest: Sino-Indian Rivalry in the Twentieth Century*. Seattle: University of Washington Press.
4. Jaishankar, Dhruva. (2016). "India's Five Foreign Policy Goals." *The Wire*. https://thewire.in.
5. Raghavan, Srinath. (2016). *India's War: The Making of Modern South Asia, 1939–1945*. Gurgaon: Penguin.
6. Mohan, C. Raja. (2022). *India and South Asia: The Elusive Sphere of Influence*. Singapore: Institute of South Asian Studies (ISAS).
7. Ganguly, Sumit and Dinshaw Mistry. *Enduring and Emerging Issues in South Asian Security*.

8. Mitra, Subrata K. *The Reluctant Hegemon: India's Self-Perception and the South Asian Strategic Environment*.
9. Pillai, Mohanan Bhaskaran. *Indian Strategic Culture: The Debates in Perspective*.

**Additional Readings:**

1. Dalvi, J. D. (1969). Himalayan blunder: The curtain raiser to the 1962 Sino-Indian War. New Delhi: Thacker.
2. Freedman, L. (2003). The evolution of nuclear strategy. London: Palgrave Macmillan.
3. Nandy, A. (2005). The idea of South Asia. Inter-Asian Cultural Studies, 6(1), 13–45.
4. Bardhan, P. (2006). Awakening giants, feet of clay: A comparative assessment of China and India. Princeton, NJ: Princeton University Press.
5. Dutta, M. (2009). Emerging Afghanistan in the third millennium. New Delhi: Pentagon Press.
6. Behera, R., & Behuria, A. India's neighbourhood: Challenges in the next two decades. New Delhi: Institute for Defence Studies and Analyses (IDSA).
7. Muni, S. D. Pangs of proximity: India and Sri Lanka's ethnic crisis. New Delhi: SAGE Publications.
8. Saran, S. (n.d.). Strategic realignment in India's neighbourhood. New Delhi: Centre for Land Warfare Studies (CLAWS).

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Writing assignments on India's relations with a chosen neighbour.
2. Producing short videos explaining regional conflicts (e.g., India–China 1962 War, India–Pakistan Kargil War).
3. Participation in simulation exercises on crisis management in South Asia.
4. Presentation of a case study on India's foreign policy success/failure in the neighbourhood.
5. Role-play of India's regional diplomacy in SAARC/ASEAN summits.
6. Critical review of a strategic thinker or key policy speech from India, Pakistan, or China.

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

# Major 2.5: Saṃskṛt Bhāṣā Vijñānam

**Course Objectives:**

1. To Acquaint students with the basic knowledge of Sanskrit linguistics.
2. To Familiarize learners with key concepts and theories of modern linguistics.
3. To Encourage students to analyze Sanskrit language from a linguistic perspective using modern linguistic frameworks.
4. To Bridge classical Sanskrit grammatical traditions with contemporary linguistic approaches.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Develop fundamental knowledge of modern developments in the field of linguistics.
2. Examine Sanskrit language structures in light of theories propounded by modern linguistics.
3. Understand phonological, morphological, syntactic and semantic aspects of Sanskrit linguistically.
4. Apply comparative linguistic methods to analyze Sanskrit within the Indo-European language family.
5. Appreciate the historical evolution of Sanskrit linguistics and its relevance to modern language studies.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 2.5 | Saṃskṛt Bhāṣā Vijñānam | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Nature of Language and Linguistics.** **Credit 1**

- Nature of Language.
- Definition of Language.
- Characteristics of Language.
- Nature of Linguistics.
- Main Branches of Linguistics.
- Utility and Applications of Linguistics.

**Unit II Parts of Linguistics in Context of Sanskrit.** **Credit 1**

- Phonetics and Phonology.
- Morphology.
- Syntax.
- Semantics.

**Unit III Comparative Study of Indo-European languages and Sanskrit. Credit 1**

- Concept of Proto-Indo-European Language.
- Modern Evaluation of Proto-Indo-European Theory.
- Overview of Indo-European Language Family.
- Relationship between Indo-European languages and Sanskrit.

**Unit IV Historical Overview of Sanskrit Linguistics Credit 1**

- General Introduction to Sanskrit Linguistics.
- General Introduction to Comparative Linguistics.
- Historical Overview of Sanskrit Linguistics.

**Essential/Recommended readings/Texts:**


1. Jesperson, Otto. (1954). *Language: Its Nature, Development and Origin*. London: George Allen & Unwin.
2. व्यास, भोलाशंकर. (1957). *संस्कृत का भाषाशास्त्रीय अध्ययन*. वाराणसी: चौखम्बा विद्याभवन.
3. तिवारी, भोलानाथ. (1974). *तुलनात्मक भाषाविज्ञान*. दिल्ली: मोतीलाल बनारसीदास.
4. Ghosh, B. K. (1977). *Linguistic Introduction to Sanskrit*. Calcutta: Sanskrit Pustak Bhandar.
5. Burrow, T. (1991). *Sanskrit Language*. (हिन्दी अनुवाद: भोलाशंकर व्यास). वाराणसी: चौखम्बा विद्या भवन.
6. तिवारी, भोलानाथ. (1992). *भाषाविज्ञान*. इलाहाबाद: किताबमहल.
7. Crystal, David. (1997). *The Cambridge Encyclopedia of Language*. Cambridge: Cambridge University Press.
8. द्विवेदी, कपिलदेव. (2001). *भाषाविज्ञान एवं भाषाशास्त्र*. वाराणसी: विश्वविद्यालय प्रकाशन.
9. Gune, P. D. (2005). *Introduction to Comparative Philology*. Delhi: Chaukhamba Sanskrit Pratisthan.
10. शर्मा, देवेन्द्रनाथ. (2014). *भाषाविज्ञान की भूमिका*. दिल्ली: राधाकृष्ण प्रकाशन.
11. शर्मा, देवीदत्त. *भाषिकी और संस्कृत भाषा*. चंडीगढ़: हरियाणा साहित्य अकादमी.
12. शर्मा, देवीदत्त. *संस्कृत का ऐतिहासिक एवं संरचनात्मक परिचय (A Historical and Structural Introduction to Sanskrit)*. चंडीगढ़: हरियाणा साहित्य अकादमी.
13. सिंह, कर्ण. *भाषा विज्ञान (Comparative Philology and History of Linguistics)*. मेरठ: साहित्य भण्डार, सुभाष बाज़ार, 250002.


**Additional Readings:**


1. Taraporewala, Shridhar Bhaskar. (1962). *Elements of the Science of Language*. Calcutta: Calcutta University Press.

2. Verma, S. K. (1971). *Modern Linguistics*. Delhi: Oxford University Press.
3. Woolner, Alfred C. (1975). *Introduction to Prakrit*. Varanasi: Bhartiya Vidya Prakashan.
4. Murti, M. (1984). *An Introduction to Sanskrit Linguistics*. Delhi: D. K. Srimannarayana Publication.

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

# SEMESTER - 4

## Major 2.6: Vijigiśu Ṣāḍguṇya (Kākolūkīyam)

**Course Objectives:**

1. To enable learners to engage in a close textual study of the Kākolūkīyam (Book III of the Pañcatantra).
2. To develop proficiency in Sanskrit reading and interpretation.
3. To critically understand the concepts of Vijigīṣu and Ṣāḍguṇya as articulated through narrative and dialogue.
4. To appreciate their relevance to traditional Indian political thought and strategic decision-making.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Develop the ability to read and interpret the original Sanskrit text of Kākolūkīyam with grammatical clarity.
2. Examine and explain the six strategic measures (Ṣāḍguṇya) within their textual and political context.
3. Identify allegorical roles of animal characters representing political archetypes.
4. Apply nīti-based reasoning to strategic and ethical decision-making scenarios.
5. Appreciate the Kākolūkīyam as a foundational text in the Indian tradition of political thought.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 2.6 | Vijigiśu Ṣāḍguṇya (Kākolūkīyam) | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Political Framework and the Vijigīṣu.** **Credit 1**

- Introduction to Pañcatantra as Nītiśāstra.
- Structure, context and objectives of Kākolūkīyam.
- Opening verses, Saṅgrahaśloka-s and prose preface.
- Narrative device of dialogic allegory.
- Concept of Vijigīṣu in Arthaśāstra and Pañcatantra.
- Discourse on enmity (śatru-buddhi) and psychology of power.
- Grammatical study: avyayas, participial constructions, long compounds.

**Unit II Strategic Choices – Sandhi, Vigraha, Āsana, Yāna.** **Credit 1**

- Narratives of peace (Sandhi) and war (Vigraha) among crows and owls.

- Decision-making dilemmas of King Meghavarna and his ministers.
- Stories of trust and betrayal, counsel of the vulture as traitor.
- Strategic patience (Āsana) vs. preparation for attack (Yāna)
- Role of the jackal and other agents in intelligence gathering.
- Metaphors for mantra, upāya and daṇḍa in policy logic.
- Grammatical study: vacana-krama, sandhi-viccheda, prose compounds, kriyāpada usage, imperatives.

**Unit III Diplomacy and Dual Policy – Saṁśraya & Dvaidhībhāva. Credit 1**

- Shelter under stronger allies (Saṁśraya) and adoption of dual stance (Dvaidhībhāva)
- Dialogues between crow ministers and king on divided policy.
- Strategy of concealment and seeking protection during night attacks.
- Cautionary lessons on misplaced trust and ethics of deception.
- Grammatical study: finite verbs, past participles, causal constructions.

**Unit IV Resolution, Subhāṣitas and Strategic Reflections. Credit 1**

- Concluding episodes of Kākolūkīyam – defeat of owls and triumph of crows.
- Strategic errors of the owls as political lessons.
- Final verses and selected Subhāṣitas as crystallized wisdom.
- Consolidated understanding of Ṣāḍguṇya in the text.
- Poetic expressions of political strategy and moral reflection.
- Grammatical study: revision of key structures, compounds, idioms and constructions.

**Essential/Recommended readings/Texts:**

1. Kauṭilya. (1992). *Arthaśāstra (Book VII: Ṣāḍguṇya; Book XII: Stratagems)*. Edited and translated by R. P. Kangle. Delhi: Motilal Banarsidass.
2. Kāmandaka. (1994). *Nītisāra (Kāmandakīya Nītisāra)*. Edited by R. D. Karmarkar. Delhi: Motilal Banarsidass.
3. Sampurnananda Sanskrit University. (1998). *Pañcatantra with Tilaka Commentary (Kākolūkīyam, Book IV)*. Varanasi: Sampurnananda Sanskrit University.
4. Apte, V. S., ed. (2005). *Pañcatantra (Kākolūkīyam, Book IV)*. Varanasi: Chaukhamba Sanskrit Pratishthan.
5. GRETIL (Göttingen Register of Electronic Texts in Indian Languages). *Pañcatantra: Kākolūkīyam (Book IV)*. Accessed.

**Additional Readings:**

1. Dasgupta, S. N. (1952). *Political Philosophy in Ancient India*. Calcutta: University of Calcutta.
2. Kangle, R. P. (1972). *The Kauṭilīya Arthaśāstra, Part II: An English Translation with Critical and Explanatory Notes* (2nd ed.). Delhi: Motilal Banarsidass.
3. Kane, P. V. (1973). *History of Dharmaśāstra (Ancient and Medieval Religious and Civil Law in India), vol. 3*. Pune: Bhandarkar Oriental Research Institute.
4. Olivelle, Patrick. (1997). *Pañcatantra: The Book of India's Folk Wisdom*. New York: Oxford University Press.
5. Bhat, V. R. and T. Shukla. (2024). *Kauṭilya's Arthaśāstra: Timeless Strategies for Modern Governance*. New Delhi: Ministry of Education, Government of India.

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

## Major 2.7: Military History of India (Ancient, Medieval and Modern)

**Course Objectives:**

1. To Provide an in-depth understanding of the evolution of warfare in India from ancient to modern times.
2. To Examine the strategic, tactical and organizational aspects of Indian military history.
3. To Analyze key battles, wars and military systems that shaped India's political and cultural trajectory.
4. To Study the development of the Indian armed forces during colonial and post-independence periods.
5. To Develop analytical skills to connect historical lessons with contemporary national security challenges.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explore the evolution of Indian military systems across different historical eras.
2. Critically evaluate the strategies, tactics and principles of war employed by Indian rulers, generals and states.
3. Analyse the causes of victory and defeat in major historical battles of India.
4. Gain insight into the development of the Indian Army under colonial rule and its transformation post-independence.
5. Assess the significance of India's modern wars and operations for national security and regional stability.
6. Draw connections between historical military traditions and contemporary security practices

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 2.7 | Military History of India (Ancient, Medieval and Modern) | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Ancient India.** **Credit 1**

- Military system in the Vedic & Epic period.
- Battle of Hydaspes, 326 BCE.
- Kautilya's philosophy of war: military organisation, art of war and inter-state relations.
- Mauryan military system (Megasthenes & Kautilya's accounts).

**Unit II Medieval India.** **Credit 1**

- Rajput military system.
- Battles of Tarain and Khanwa: causes, strategies and outcomes.
- Battle of Panipat: significance in Indian history.
- Battle of Saraighat.
- marāṭhā military system under Shivaji.

**Unit III Military System in South India.** **Credit 0.5**

- Political powers of South India in the medieval period.
- Military organisation of the Pallavas.
- Military achievements of the Cholas.

**Unit IV Modern India.** **Credit 0.5**

- Sikh military system.
- Battle of Sobraon: causes and conclusions.
- Amalgamation of Presidency Armies and Kitchener Reforms.
- Reorganisation of the Indian Army under the Crown.
- Indianisation and Partition of Armed Forces.

**Unit V India Since Independence.** **Credit 1**

- Operations in Kashmir (1947–49).
- Amalgamation of Goa: Operation Vijay.
- Sino–Indian conflict 1962 and Nathu La incident 1967.
- Indo–Pak Wars (1965 & 1971).
- Kargil War (1999).
- Contemporary operation case study: Operation Sindoor 2025.

**Essential/Recommended readings/Texts:**


1. Majumdar, B. K. (1960). *Military System in Ancient India*. Calcutta: Firma K.L. Mukhopadhyay.
2. Bajwa, F. S. (1964). *Military System of the Sikhs*. Delhi: Motilal Banarsidass.
3. Bruce, George. (1969). *Six Battles of India*. New Delhi: Rupa & Co.
4. Cohen, Stephen P. (1990). *The Indian Army: Its Contribution to the Development of a Nation*. Oxford: Oxford University Press.
5. Singh, Sarva Daman. (1997). *Ancient Indian Warfare: With Special Reference to the Vedic Period*. Delhi: Motilal Banarsidass.
6. Dikshitar, V. R. Ramachandra. (1999). *War in Ancient India*. Delhi: Cosmo.
7. Roy, Kaushik. (2004). *From Hydaspes to Kargil: A History of Warfare in India from 326 BC to AD 1999*. New Delhi: Manohar.
8. Roy, Kaushik. (2011). *War, Culture and Society in Early Modern South Asia, 1740–1849*. London: Routledge.
9. Subramaniam, Arjun. (2016). *India's Wars: A Military History, 1947–1971*. Gurugram: HarperCollins.

10. Subramaniam, Arjun. (2021). *Full Spectrum: India's Wars, 1972–2020*. Gurugram: HarperCollins.

**Additional Readings:**

1. Alfred, David. (1953). *Indian Art of War*. Delhi: Atma Ram.
2. Fuller, J. F. C. (1958). *Generalship of Alexander the Great*. Dehradun: Natraj Publishers.
3. Kangle, R. P. (1963). *The Arthashastra of Kautilya*. Bombay: University of Bombay.
4. Maxwell, Neville. (1970). *India's China War*. New Delhi: Penguin.
5. Palit, D. K. (1991). *War in High Himalaya: The Indian Army in Crisis, 1962*. New Delhi: Lancer.
6. Singh, Amarinder. (2001). *A Ridge Too Far: War in the Kargil Heights, 1999*. Patiala: Motibagh Palace.
7. Raghavan, Srinath. (2010). *War and Peace in Modern India: A Strategic History of the Nehru Years*. Ranikhet: Permanent Black.
8. Roy, Kaushik. (2013). *Military Manpower, Armies and Warfare in South Asia*. London: Routledge.
9. Rand, Gavin, & Roy, Kaushik, eds. (2017). *Culture, Conflict and the Military in Colonial South Asia*. London: Routledge.
10. Sarkar, J. N. *Military History of India*.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Writing assignments on key historical battles (e.g., Panipat, Hydaspes, Kargil).
2. Producing short videos explaining a specific military innovation or campaign (e.g., guerrilla tactics of Shivaji, Kargil logistics).
3. Participation in simulation exercises or wargames (e.g., re-enactment of the Battle of Saraighat or India–Pakistan 1971 crisis).
4. Presentation of a case study on technological or strategic innovations in a historical battle (e.g., use of artillery in Panipat).
5. Book/film review presentation (e.g., "India's China War" by Neville Maxwell or the movie LOC Kargil).
6. Workshop participation on military history documentation or archival methods.

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

# Major 2.8: Introduction to Itihāsa-Purāṇa Tradition - II (Defence Perspectives)

**Course Objectives:**

1. To enable students to know the origin and evolution of Itihāsa-purāṇa tradition.
2. To impart knowledge of texts and authors of Itihāsa-purāṇa
3. To prepare students to understand the role of Itihāsa-purāṇa in development of Indian narrative tradition.
4. To make students aware of religious, spiritual and cultural significance of Itihāsa-purāṇa tradition.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Identify the major texts, their divisions and thematic concerns within the Itihāsa–Purāṇa corpus.
2. Be able to appreciate the role of Itihāsa-purāṇa tradition as a foundation of Indian culture and civilization.
3. Be able to examine the impact of Itihāsa-purāṇa tradition on Indian literature.
4. Analyze selected narratives in terms of the ethical and cultural dimensions of the Itihāsa–Purāṇa.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 2.8 | Introduction to Itihāsa-Purāṇa Tradition - II (Defence Perspectives) | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Meaning and Significance of Itihāsa-Purāṇa.** **Credit 1**

- Meaning of Itihāsa and Purāṇa.
- Pañca Lakṣaṇa (Five Characteristics) of Purāṇa.
- Introduction of the Itihasa.

**Unit II Rāmāyaṇa.** **Credit 1**

- The details of the text and author of Rāmāyaṇa.
- Various versions and critical editions of Rāmāyaṇa.
- Ethos and culture depicted in Rāmāyaṇa.
- Geopolitical Insights from the Rāmāyaṇa (1.1-6,70-76, 2.1-7, 87-103,3.1-5,34-36,4.1-8,28-30,5.26-30,6.1-5,17-22, 7.85-100)

**Unit III Mahābhārata.** **Credit 1**

- The text and author of Mahābhārata.
- Overview of 18 Parvans.
- Ethical Reflections in Mahābhārata.
- Geopolitical Lessons from the Mahābhārata (1.95-100,2.5-15,5.1-5, 68-72,6.2-6,23-27, 7.156-170,8.29-31,12.59-69,83-95)

**Unit IV Purāṇa.** **Credit 1**

- The texts and author of Purāṇa.
- Classification — Mahāpurāṇas and Upapurāṇas.
    - The Vaiṣṇava Purāṇas.
    - The Śaiva and Śākta Purāṇas.
- Ethics and Dharma in the Purāṇas.
- Geographical Concepts in the Purāṇas (Viṣṇu Purāṇa 2.1–2.10, Bhāgavata Purāṇa 5.16–5.26, Vāyu Purāṇa 45, Matsya Purāṇa 113–118, Vāyu Purāṇa 45–48, Markandeya Purāṇa 54)

**Essential/Recommended readings/Texts:**


1. Keith, A. Berriedale. (1920). *History of Classical Sanskrit Literature.* Reprint, Delhi: Motilal Banarsidass।
2. Chaturvedi, Badarinath. (2006). *Mahabharata: An Inquiry in the Human Condition.* दिल्ली : ओरिएंट लॉन्गमैन।
3. बांडिवदेकर, चन्द्रकांत. (2009). भारतीय साहित्य पर महाभारत का प्रभाव. आर्य प्रकाशन मंडल।
4. स्वामी सत्यरूपानंद, (2018), *महाभारत-मुक्ता,* नागपुर: रामकृष्ण मठ।
5. जोशी, दिनकर. (2020), *महाभारत एक दर्शन,* प्रभात प्रकाशन।
6. (2021), *श्रीमद्वाल्मीकीय रामायण,* गोरखपुर : गीताप्रेस।
7. शर्मा, उमाशंकर ऋषि, *संस्कृत साहित्य का इतिहास,* दिल्ली : ऋषि प्रकाशन।
8. द्विवेदी, कपिलदेव, *संस्कृत साहित्य का समीक्षात्मक इतिहास*।
9. उपाध्याय, बलदेव, *पुराण-विमर्श*।
10. व्यास, नानूराम, *रामायणकालीन संस्कृति*।


**Additional Readings:**


1. Mani, V. (1975). Puranic encyclopaedia: A comprehensive dictionary with special reference to the epic and Puranic literature. Delhi: Motilal Banarsidass.
2. Dimmitt, C., & van Buitenen, J. A. B. (1978). Classical Hindu mythology: A reader in the Sanskrit Puranas. Philadelphia: Temple University Press.
3. Rocher, L. (1986). The Purāṇas. Wiesbaden: Otto Harrassowitz.
4. Goldman, R. P., & Sutherland Goldman, S. J. (Eds. & Trans.). (1990). The Ramayana of Valmiki: An epic of ancient India, Volume II: Ayodhyakanda. Princeton: Princeton University Press.

5. Hardy, F. (1990). Viraha-Bhakti: The early history of Kṛṣṇa devotion in South India. Delhi: Oxford University Press.
6. Sullivan, B. M. (1990). Seer of the fifth Veda: Kṛṣṇa Dvaipāyana Vyāsa in the Mahābhārata. Delhi: Motilal Banarsidass.
7. Brockington, J. L. (1998). The Sanskrit epics. Leiden: Brill.
8. Hiltebeitel, A. (2001). Rethinking the Mahābhārata: A reader's guide to the education of the Dharma King. Chicago: University of Chicago Press.
9. Matchett, F. (2001). The Kṛṣṇa Avatāra: A study in the theory of avatāras. Delhi: Routledge.
10. Fitzgerald, J. L. (2004). The Mahābhārata. In G. Flood (Ed.), The Blackwell companion to Hinduism (pp. 102–128). Oxford: Blackwell.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Participation in Group Presentations.
2. Writing assignments.
3. Participating in roundtable discussions.
4. Debate competition on various topics from the Puranas.
5. Presentation of the topic in the Vagvardhini Parishad.

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

# Major 2.9: Non-Traditional Security Threats

**Course Objectives:**

1. To Familiarize students with the emerging and non-traditional dimensions of security that go beyond conventional, military-centric concerns.
2. To Provide an understanding of environmental, economic, social, health and human security challenges.
3. To Analyze how globalization, technological change and transnational flows intensify security risks.
4. To Examine the role of international organizations, states and non-state actors in addressing non-traditional threats.
5. To Develop students' ability to critically assess policy responses and formulate innovative approaches to these challenges.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Define and explain the concept of non-traditional security and its distinctions from traditional military security.
2. Analyze environmental, economic, social and human security challenges in a global and regional context.
3. Evaluate the security implications of climate change, pandemics, migration and resource scarcity.
4. Assess the role of small arms proliferation, illicit trade and transnational organized crime in destabilizing states.
5. Apply conceptual and analytical tools to examine policy responses to non-traditional security threats at both national and international levels.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 2.9 | Non-Traditional Security Threats | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Environmental Security Threats.** **Credit 1**

- Introduction to Non-Traditional Security Threats.
- Natural disasters and humanitarian challenges.
- Resource scarcity and environmental degradation.

**Unit II Economic and Social Security Threats.** **Credit 1**

- Corruption and governance challenges.
- Financial crises and economic insecurity.

- Illicit financial flows and money laundering.
- Migration and refugee crises.

**Unit III Water, Food and Health Security.** **Credit 1**

- Water scarcity and conflicts over water resources.
- Sustainable agriculture and food security.
- Global pandemics and public health security.
- Bioterrorism, chemical and biological weapons.
- Climate change and national security.

**Unit IV Small Arms Proliferation.** **Credit 1**

- Definition and impacts of small arms proliferation.
- Illicit arms trade and its link to conflict and insecurity.
- Armed violence and its effects on communities.
- Role of small arms in terrorism and insurgencies.
- International efforts to combat small arms proliferation.

**Essential/Recommended readings/Texts:**

1. UNDP. (1994). *Human Development Report*.
2. Krause, Keith, & Williams, Michael C., eds. (1997). *Critical Security Studies: Concepts and Cases*. UCL Press.
3. Acharya, Amitav. (2001). "Human Security: East Versus West." *International Journal*, 56(3).
4. Paris, Roland. (2001). "Human Security: Paradigm Shift or Hot Air?" *International Security*, 26(2).
5. Thachuk, Kimberley L. (2007). *Transnational Threats: Smuggling and Trafficking in Arms, Drugs and Human Life*. Praeger Security International.
6. Newman, Edward. (2010). *Non-Traditional Security, Weak States and Regional Security: A Southeast Asian Perspective*. Routledge.
7. Heywood and rew. (2014). *Global Politics*. Palgrave Foundations Series.
8. Adhikari, S. (2019). *Dimensions of National Security*. Shabdarambh Publication.

**Additional Readings:**

1. Buzan, Barry, Ole Wæver, & Jaap de Wilde. (1998). *Security: A New Framework for Analysis*. Lynne Rienner.
2. King, Gary, & Murray, Christopher J. L. (2001). "Rethinking Human Security." *Political Science Quarterly*.
3. Dalby, Simon. (2002). *Environmental Security*. University of Minnesota Press.
4. Jacob, Happymon. (2005). *HIV/AIDS as a Security Threat to India*.
5. Tadjbakhsh, Shahrbanou, & Chenoy, Anuradha. (2006). *Human Security: Concepts and Implications*. Routledge.
6. Palme, Joakim, & Tamas, Kristof. (2006). *Globalizing Migration Regimes*. Ashgate.
7. Thakur, Ramesh. (2006). *The United Nations, Peace and Security: From Collective Security to the Responsibility to Protect*. Cambridge University Press.

8. Lal, Marie. (2008). *The Geopolitics of Energy in South Asia*. ISEAS.
9. Matthew, Richard A., Jon Barnett, & Bryan McDonald, eds. (2010). *Global Environmental Change and Human Security*. MIT Press.
10. (2010). *Palgrave Handbook of Security Studies*.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Participation in workshops/seminars on non-traditional security (e.g., climate change, migration, cybercrime).
2. Writing assignments on case studies (e.g., Climate change and national security, Migration in Europe, COVID-19 as a security issue).
3. Producing short videos/podcasts explaining a non-traditional security threat (e.g., food insecurity, small arms trafficking).
4. Participation in simulation exercises or role-playing negotiations (e.g., UN Climate Change Conference, refugee crisis management, WHO pandemic response).
5. Presentation of a case study on the impact of non-traditional threats in a specific region (e.g., African food insecurity, Indo-Pacific climate challenges, Syrian refugee crisis).
6. Group projects analyzing international cooperation mechanisms (e.g., UN, ASEAN, EU) in dealing with non-traditional security threats.

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

# Major 2.10: Defence Organisations in India

**Course Objectives:**

1. To Introduce students to the concept, evolution and importance of Higher Defence Organisation (HDO) in ensuring national security.
2. To Examine the historical and contemporary models of defence organisations in India and other countries.
3. To Analyse key lessons from India's military history (1947–1999) that shaped its defence structure.
4. To Familiarise students with reforms and committees (KRC, GoM, Shekatkar, etc.) that transformed Indian defence planning.
5. To Critically evaluate the challenges and prospects of India's evolving Higher Defence Organisation, including integrated theatre commands and the role of CDS.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Exxamine the need for robust higher defence organisations in a modern nation-state.
2. Demonstrate knowledge of the evolution of India's defence organisation from independence to the present.
3. Evaluate reforms and committees that have influenced India's security structures.
4. Analyse India's military doctrine, including its nuclear doctrine and assess its strategic implications.
5. Compare Indian HDO with international models to identify strengths, weaknesses and future needs.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 2.10 | Defence Organisations in India | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Higher Defence Organisation.** **Credit 1**

- Concept and requirement for Higher Defence Organisation.
- Historical perspective and developments in Indian Higher Defence Organisation.
- Major shortcomings noticed during 1947, 1962, 1965, 1971, 1999 Wars and remedial measures (Defence Minister's Committee, Defence Planning Committee, Joint Intelligence Committee, Joint Chief of Staff Committee).
- Effectiveness and efficiency of the planning process.

**Unit II Kargil and Its Aftermath.** **Credit 1**

- Kargil War and Kargil Review Committee (KRC) and its recommendations.

- Arun Singh Task Force.
- Group of Ministers (GoM) on National Security 2000.
- Implementation of KRC and GoM recommendations.
- Establishment of HQIDS and aman & Nicobar Command, Strategic Forces Command and integrated Headquarters of Defence.

**Unit III Existing & Emerging Indian Higher Defence Organisation. Credit 1**

- Article 53 (2) of Constitution and President as Supreme Commander.
- Cabinet Committee on Security.
- Ministry of Defence and present organisation.
- National Security Advisor (NSA) and organisations under its control.
- Chief of Defence Staff (CDS), Department of Military Affairs (DMA) and concept of Integrated Theatre Commands.

**Unit IV India's Military Doctrine. Credit 1**

- Doctrines of the Indian Army, Navy and Air Force.
- Naresh Chandra Committee on Defence (2011–2012).
- The Shekatkar Committee.
- India's Nuclear Doctrine: History and evolution.
- Nuclear warfare and its implications.

**Essential/Recommended readings/Texts:**

1. Prakash, A. (2007). *"India's Higher Defence Organisation: Implications for National Security and Jointness." Journal of Defence Studies*, 1(1), 13-31.
2. Behera, L. K. (2010). *"Defence Planning in India." Journal of Defence Studies*, 4(3), 127-128.
3. Venkataraman, D. R. (2011). *India's Higher Defence: Organisation and Management*. New Delhi: KW Publishers.
4. Patney, V. (2017). "Does Higher Defence Organisations in India Require a Major Surgery?" *Liberal Studies*, 2, 43.
5. Joshi, M. (2018). *Scraping the Bottom of the Barrel: Budgets, Organisation and Leadership in the Indian Defence System*. ORF Special Report no. 74. New Delhi: Observer Research Foundation.
6. Kanwal, G., & Kohli, N. (2018). *Defence Reforms: A National Imperative*. New Delhi: Pentagon Press & Institute for Defence Studies and Analyses.

**Additional Readings:**

1. Raghavan, Srinath. (2010). *War and Peace in Modern India*. Permanent Black.
2. Cohen, Stephen P., & Dasgupta, Sunil. (2010). *Arming Without Aiming: India's Military Modernization*. Washington, DC: Brookings Institution Press.
3. Karnad, Bharat. (2015). *Why India is Not a Great Power (Yet)*. Oxford: Oxford University Press.
4. Wilkinson, Steven I. (2015). *Army and Nation: The Military and Indian Democracy since Independence*. Permanent Black.

5. Subramaniam, Arjun. (2016). *India's Wars: A Military History, 1947−1971*. HarperCollins.
6. Menon, Shivshankar. (2016). *Choices: Inside the Making of India's Foreign Policy*. Penguin.
7. Ladwig, Walter C. (2016). *The Indian Armed Forces and the Revolution in Military Affairs*. Oxford University Press.
8. Pande, Aparna. (2017). *From Chanakya to Modi: The Evolution of India's Foreign Policy*. HarperCollins.
9. Subramaniam, Arjun. (2021). *Full Spectrum: India's Wars, 1972−2020*. HarperCollins.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Participation in workshops/seminars on defence reforms and higher defence organisation.
2. Writing assignments on specific committees (e.g., KRC, GoM, Shekatkar) or reforms in Indian HDO.
3. Producing short videos explaining key defence organisational structures (e.g., CDS, Integrated Theatre Commands).
4. Participation in simulation exercises or war games to understand joint operations and theatre commands.
5. Presentation of a case study on the impact of organisational reforms during a war (e.g., Kargil, 1971, post-2019 reforms).
6. Comparative analysis project: Indian Higher Defence Organisation vs. U.S./China/Russia models.
7. Book review of key texts (e.g., Arjun Subramaniam's India's Wars or Full Spectrum).

# THIRD YEAR: MAJOR PAPERS

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

# SEMESTER – 5

## Major 3.1: Sanskrit Grammar and Composition

**Course Objectives:**

1. To Develop compositional and communicative skills in Sanskrit.
2. To Learn the art of translation from Sanskrit into Hindi or English and vice versa.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Be able to translate from Hindi or English into Sanskrit.
2. Be prepared to use sentences in active (Kartṛvācya) and passive (Karmavācya) voices.
3. Be able to write essays (Nibandha) in Sanskrit.
4. Gain an introduction to classical theories and views prevalent in various fields of knowledge.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.1 | Sanskrit Grammar and Composition | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Compositional Sanskrit: Vibhaktyartha, Voice & Krt.** **Credit 1**

- Translation from/to Hindi/English to/from Sanskrit based on:
  - Cases (Vibhakti)
  - Compounds.
  - Voices (Vācya) – Kartṛ, Karma and Bhava.
  - Kṛt Suffixes:
    - Tavya.
    - Anīyar.
    - Yat.
    - Ṇyat.
    - Ṇvul.
    - Tṛc.
    - Kta.
    - Ktavatu.
    - Śatṛ.
    - Śānac.
    - Tumun.
    - Ktvā-Lyap.
    - Lyuṭ.
    - Ghañ.
    - Ktin.
- Vibhaktyartha Prakarana from Laghusiddhantakaumudi.

**Unit II Communicative Sanskrit.** **Credit 1**

- Simple Conversations in Sanskrit.

**Unit III Essay on Traditional Subjects.** **Credit 1**

- Composition of long/detailed essays on topics like:
  - Veda.

- Upanisad.
- Sanskrit language.
- Ramayana.
- Mahabharata.
- Purana.
- Gita.
- Prominent classical Sanskrit poets.

**Unit IV Essay on Contemporary Subjects. Credit 1**

- Composition of short essays on contemporary issues and topics.

**Essential/Recommended readings/Texts:**


1. सक्सेना बाबूराम, (1958). *संस्कृत व्याकरण प्रवेशिका*. प्रयागराज : रामनारायण लाल, प्रकाशक तथा पुस्तक विक्रेता।
2. मिश्र अनूप कुमार, (2023). *लघु संस्कृत निबन्ध प्रतिमानम्*. नई दिल्ली : बीएफसी प्रकाशन।
3. शास्त्री, घरानन्द. *लघुसिद्धान्तकौमुदी, मूल एवं हिन्दी व्याख्या*. दिल्ली : मोतीलाल बनारसीदास।
4. नौटियाल, चक्रधर. *बृहद्-अनुवाद-चन्द्रिका*. दिल्ली : मोतीलाल बनारसीदास।
5. द्विवेदी, कपिलदेव. *रचनानुवादकौमुदी*. वाराणसी : विश्वविद्यालय प्रकाशन।
6. द्विवेदी, कपिलदेव. *संस्कृत निबन्धशतकम्*. वाराणसी : विश्वविद्यालय प्रकाशन।
7. Kale, M. R. *Higher Sanskrit Grammar*. Delhi : MLBD (Hindi Translation also available).


**Additional Readings:**


1. Kanshiram, (2009), Laghusiddhantakaumudi (Vol. 1), Delhi: MLBD.
2. शास्त्री, भीमसेन, लघुसिद्धान्तकौमुदी, भैमीव्याख्या) भाग-1), भैमीव्याख्या, दिल्ली।
3. पाण्डेय, राधामोहन, संस्कृत सहचर, स्टूडेण्ट्स फ्रेण्ड्स, पटना।
4. Apte, V.S.,The Students' Guide to Sanskrit Composition, Chowkhamba Series, Varanasi (Hindi Translation also available)

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

# Major 3.2: Peace and Conflict Studies

**Course Objectives:**

1. To Introduce students to the concepts, theories and approaches in peace and conflict studies as a distinct academic discipline.
2. To Examine the causes, dynamics and typologies of conflicts at inter-state, intra-state and sub-state levels.
3. To Explore strategies and practices of conflict prevention, management, resolution and transformation.
4. To Analyse the role of international and regional organisations in peace operations.
5. To Familiarise students with alternative and indigenous approaches to peacebuilding, including Gandhian and Vinoba Bhave's ideas.
6. To Encourage critical thinking on peace, security, justice and development from a global and South Asian perspective.

**Learning outcomes:**

After the completion of the course, the students will:

1. Examine and apply key terms, concepts and theories in peace and conflict studies.
2. Differentiate between conflict management, resolution and transformation.
3. Critically assess the effectiveness of the UN and regional organisations in peacekeeping and peacebuilding.
4. Evaluate alternative approaches to peace and development (Gandhian, Vinoba Bhave, Galtung, Sen).
5. Apply case study methods to real-world conflicts such as Former Yugoslavia, Afghanistan, Iraq and others.
6. Demonstrate skills in negotiation, mediation and multi-track diplomacy through simulations and assignments.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical / Practice | |
| Major 3.2 | Peace and Conflict Studies | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I What is Peace and Conflict Studies? Credit 1**

- Peace and Conflict Studies: Nature and Scope, Positive Peace and Negative Peace.
- Understanding conflict: Key concepts and terminologies.
- Typologies of Conflict: Inter-State, Intra-State, Extra-State and Sub-State conflicts.

**Unit II Conflict Management and Conflict Resolution. Credit 1**

- Distinction between Conflict Resolution, Management and Transformation.
- Theory of Conflict Resolution.
- Conflict Resolution Methods: Peaceful and Coercive Approaches.
- Role of the UN: Peacemaking, Peacekeeping and Peacebuilding.

**Unit III Conflict Resolution Strategies and Case Studies. Credit 1**

- Multi-Track Diplomacy and Track-Two Diplomacy.
- Negotiation and Bargaining.
- Third-party interventions: arbitration, mediation, problem-solving.
- Case Studies: Former Yugoslavia, Afghanistan, Iraq.

**Unit IV Alternative Approaches to Conflict Resolution. Credit 1**

- Functional Approaches and Regionalism.
- Role of Regional Organisations in Conflict Prevention and Resolution.
- Gandhian Approaches and its relevance today: Concept of Political Power - His theory of State, Concept of Swaraj, Philosophy of Sarvodaya.
- Vinoba Bhave's Approach to Peace: Sarvodaya and Nonviolent Revolution.
- Approaches to peace and Development- Johan Galtung's Concept of Power
- Amartya Sen's Idea of Development.

**Essential/Recommended readings/Texts:**

1. Burton, John W. (1990). *Conflict: Human Needs Theory*. Basingstoke: Palgrave Macmillan.
2. Galtung, Johan. (1996). *Peace by Peaceful Means: Peace and Conflict, Development and Civilization*. Thousand Oaks, CA: Sage Publications.
3. Lederach, John Paul. (1997). *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington, DC: USIP Press.
4. Wallensteen, Peter. (2011). *Understanding Conflict Resolution* (3rd ed.). Thousand Oaks, CA: Sage Publications.
5. Barash, David P. (2014). *Approaches to Peace: A Reader in Peace Studies*. Oxford: Oxford University Press.
6. Ramsbotham, Oliver, Woodhouse, Tom, & Miall, Hugh. (2016). *Contemporary Conflict Resolution* (4th ed.). Cambridge: Polity Press.

**Additional Resources:**

1. Garnett, Johan. (1970). *Theories of Peace and Security*. London: Palgrave Macmillan.
2. Galtung, Johan. (1984). *The Struggle for Peace*. Ahmedabad: Navajivan Publishing House.
3. Murty, K. Satchidananda. (1986). *Quest for Peace*. Bombay: Ajanta Publications.
4. Rennie, Linda Forcey, ed. (1986). *Peace: Meanings, Politics and Strategies*. New York: Praeger.
5. Sen, Amartya. (2000). *Development as Freedom*. New York: Oxford University Press.

6. Richmond, Oliver P. (2007). *The Transformation of Peace*. Basingstoke: Palgrave Macmillan.
7. Sen, Amartya. (2009). *The Idea of Justice*. London: Penguin Books.
8. Kadloor, Savitri. (2015). *Conflict Resolution and Peace Building: UN Engagement in Cambodia*. New Delhi: Pentagon Press.
9. Gandhi, M. K. *Selected Writings on Nonviolence and Peace*.
10. Deshmukh, Kalpana, & Meshram, Sangita. (2014). *Vinoba Bhave: A Compassionate Communicator for Attitudinal Transformation in [Editor name], Communicating Conflict: A Multidisciplinary Perspective.* Leiden: Brill.
11. *"Gandhian Philosophy of Sarvodaya and Its Principles."* Accessed September 2025. https://mkgandhi.org
12. *"Vinoba Bhave and His Nonviolent Revolution."* Accessed September 2025. https://gandhiashramsevagram.org
13. *United Nations Peacekeeping*. Accessed September 2025. https://peacekeeping.un.org

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Participation in workshops/seminars on peacebuilding, mediation, or conflict prevention.
2. Writing assignments on conflict resolution theories or case studies (e.g., UN in Cambodia, Afghanistan, Iraq).
3. Producing short videos or podcasts explaining a peace concept (e.g., Positive Peace, Multi-Track Diplomacy, Gandhian Swaraj).
4. Participation in simulation exercises or role-play (UN Security Council debates, mediation simulations).
5. Presentation of a case study on a specific conflict (e.g., Yugoslavia, Kashmir, Sri Lanka) and peace process.
6. Critical review of a peace practitioner's memoir (e.g., John Paul Lederach, Lakhdar Brahimi).
7. Comparative project on regional organisations in peacekeeping (e.g., AU vs. EU vs. ASEAN).

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

# Major 3.3: Indian Scientific Heritage

**Course Objectives:**

1. To Introduce students to the rich scientific concepts embedded in ancient Sanskrit literature.
2. To Highlight the significant contributions of India to the fields of Science and Technology in ancient times.
3. To Encourage critical engagement with primary Sanskrit sources related to scientific knowledge.
4. To Foster awareness and appreciation of India's scientific heritage.
5. To Inspire students to explore traditional knowledge systems with a research-oriented mindset.
6. To Develop analytical skills to assess ancient scientific ideas in the context of modern science.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Analyze ancient Indian systems of water management and purification.
2. Evaluate climatology and meteorology as presented in Vedic literature.
3. Interpret calendar systems and time divisions from Vedic and Brāhmaṇa texts.
4. Demonstrate concepts of zero, decimal system and geometry in Vedic texts.
5. Synthesize insights from water, climate, time and mathematics as India's scientific heritage.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.3 | Indian Scientific Heritage | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I** **Credit 1**

- Water Management System in Ancient India.
- Water management in Indus Valley civilization.
- Eleven types of Water in Yajurveda (Yajurveda 22.25)
- Role of flora and fauna in recharging of underground water.
- Methods of water purification (Brihatsamhita 54. 121-122) (Vriksaayurveda 2.36-38)

**Unit II** **Credit 1**

- Climatology in Sanskrit Literature.
- History of Climatology in Ancient India.
- Climatology in Sanskrit Literature.
- Meteorology in Vedic Period (Rigveda 1.19.7, 1.37.11, 1.164.47, 5.62.1, 5.63.1-7)

**Unit III** **Credit 1**

- Ancient Indian Calendar Systems.
- Division of Time in Vedic Literature – Day, Month, Season, Year (Rigveda 1.25.8, 1.64.11) (Tattriya Samhita 1.4.14, 4.4.11)
- Concept of Ritu and samvatsara in Brahmana text (Tattriya Brahmana 3.10.4) (Satapatha Brahmana 1.6.3)
- Calculation of yuga, ayana, tithi and naksatra in Vedang Jyotisha (Yajusha Jyotisha, verses 5.9.19-20)

**Unit IV** **Credit 1**

- Vedic Mathematics.
- Concept and praise of Mathematics in Vedic Literature (Chandogyopanishad 7.1.2, 7.1.4) Vedanga Jyotish (Yasushi Jyotisha 4)
- Numerical words in Samhita Texts (Rigveda 1.164.2, 1.164.10-15)
- Concept of Zero (Rigveda, 4.11.2, 5.32.1, 8.91.7) (Brihadaranyakopnishad 5.1.1) (Chandogyopanishad 4.10.5), Decimal system (Rigveda,10.94.7), Numbers in Vedas (Yajurveda 17.2)
- Development of Geometry in Sulbha period (Sulbhasutra 1.37)

**Essential/Recommended readings/Texts:**

1. Chakravarthy, A. K., (1975), Origin and Development of Indian Calendrical Science, Indian Studies Past and Present, Calcutta, pp. 1–18.
2. Sharma, K. V., (1985), Vedāṅga Jyotiṣa of Lagadha, Indian National Science Academy, New Delhi, pp. 11–16.
3. Kapoor Kapil, Singh Awadhesh Kumar (Editors), (2021) Indian Knowledge Systems, DK Print World Private Limited, New Delhi.
4. Chitre Prakash, (2024), Our Intellectual Heritage, Motilal Banarasidas Publishing House, Delhi.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

# Major 3.4: Role of UN in Disarmament and Arms Control

**Course Objectives:**

1. To Provide students with an in-depth understanding of the United Nations' role in disarmament and arms control since 1945.
2. To Familiarise students with the UN's institutional structures, policies, conventions, treaties and mechanisms for nuclear and conventional arms control.
3. To Critically analyse successes, failures and challenges in UN-led disarmament initiatives.
4. To Explore the UN's interaction with member states, regional organisations and civil society in promoting disarmament.
5. To Examine emerging global challenges (nuclear terrorism, dual-use technologies, space and cyber warfare) and the UN's responses.

**Learning outcomes:**

After the completion of the course, the students will:

1. Elaborate theoretical and practical approaches to disarmament and arms control with specific focus on the UN system.
2. Analyse the UN's institutional frameworks such as the UNGA, UNSC, IAEA, OPCW and Conference on Disarmament.
3. Evaluate key treaties, regimes and conventions promoted or facilitated under the UN.
4. Critically assess the UN's strengths and limitations in preventing proliferation and advancing disarmament.
5. Examine contemporary challenges such as nuclear terrorism, missile proliferation and the militarisation of outer space in relation to UN disarmament efforts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical / Practice | |
| Major 3.4 | Role of UN in Disarmament and Arms Control | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to UN and Disarmament.** **Credit 0.5**

- Conceptual foundations of disarmament and arms control.
- The UN Charter and the institutional mandate for disarmament.
- Evolution of UN disarmament efforts: First UNGA resolution (1946) to present.
- The role of the UN Disarmament Commission and Conference on Disarmament.

**Unit II Nuclear Disarmament and Non-Proliferation under the UN. Credit 1**

- The Nuclear Disarmament Movement and the UN's role.
- UN contributions to the NPT, CTBT, PTBT and TPNW (Treaty on the Prohibition of nuclear weapons).
- The International Atomic Energy Agency (IAEA) and safeguards.
- States that renounced nuclear weapons and the UN's role in facilitating nuclear-weapon-free zones (NWFZ).
- Global Zero Agenda and the UN's advocacy.

**Unit III UN and Arms Control Treaties. Credit 1**

- SALT and START processes and the UN's diplomatic role.
- UN-brokered conventions: Chemical Weapons Convention (CWC), Biological Weapons Convention (BWC).
- UN Register of Conventional Arms and the Arms Trade Treaty (ATT).
- UN role in monitoring and verification regimes.
- UN and small arms/light weapons (SALW) initiatives.

**Unit IV Structures of Global Nuclear Governance under the UN. Credit 1**

- UN Security Council and nuclear crises (North Korea, Iran).
- Role of sanctions, coercive diplomacy and enforcement mechanisms.
- UN's role in limiting arms races in outer space and cyberspace.
- Case studies: Iraq (1991–2003 inspections), DPRK, Iran Nuclear Deal (JCPOA and UN).

**Unit V New Challenges and the UN's Response. Credit 0.5**

- Nuclear terrorism and the UN Global Counter-Terrorism Strategy.
- Civilian nuclear energy, dual-use technologies and safeguards.
- The future of nuclear taboo and norm-building against nuclear use.
- Militarisation of outer space, drones, AI and cyber warfare: emerging UN debates.
- The future of UN disarmament diplomacy.

**Essential/Recommended Readings/Texts:**

1. Sethi, Manpreet. (2009). *Nuclear Strategy: India's March Towards Credible Deterrence*. New Delhi: KW Publishers.
2. Rajagopalan, Rajesh, & Mishra, Anit Mukherjee. (2014). *Nuclear South Asia: Keywords and Concepts*. New Delhi: Routledge India.
3. Futter and rew. (2015). *The Politics of Nuclear Weapons*. London: SAGE Publications.
4. Foradori, Paolo, Giacomello, Gian Luca, & Pascolini and rea, eds. (2017). *Arms Control and Disarmament: 50 Years of Experience in Nuclear Education*. Cham: Springer.
5. United Nations General Assembly. *Resolutions on Disarmament and Arms Control (selected)*.
6. United Nations Office for Disarmament Affairs (UNODA). *Disarmament: Basic Facts*. UN Publications.

**Additional Resources:**

1. Schelling, Thomas C., & Halperin, Morton. (1961). *Strategy and Arms Control*. Cambridge, MA: Harvard University Press.
2. Stohl, Rachel, et al. (2012). *The Small Arms Trade*. Melbourne: Bolinda Audio.
3. Narang, Vipin. (2014). *Nuclear Strategy in the Modern Era*. Princeton, NJ: Princeton University Press.
4. Tan and rew T. H. (2014). *The Global Arms Trade: A Handbook*. New York: Routledge.
5. Joshi, Yogesh, & O'Donnell, Frank. (2019). *India and Nuclear Asia: Forces, Doctrine and Dangers*. Washington, DC: Georgetown University Press.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Participation in workshops/seminars on UN disarmament initiatives.
2. Writing assignments on UN-sponsored treaties (e.g., NPT, CTBT, ATT).
3. Producing short videos explaining a UN disarmament mechanism (e.g., IAEA inspections, UN Register of Conventional Arms).
4. Participation in simulation exercises (e.g., Model UN Security Council on nuclear crisis).
5. Presentation of a case study on UN involvement in arms control (e.g., Iraq inspections, JCPOA, DPRK nuclear issue).
6. Drafting a mock UNGA resolution on disarmament.
7. Critical review of a UN disarmament report or treaty negotiation.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Major 3.5: Contributions of the Bhāratīya Jñāna Paramparā

**Course Objectives:**

1. To study the development of the Indian Knowledge Tradition during the Vedic period, the Upanishadic era and the classical age.
2. To examine the distinct features of the Indian Knowledge System in various fields such as philosophy, science, mathematics, Ayurveda, grammar, arts, literature, sociology and governance.
3. To understand the contemporary relevance of this tradition including its spiritual essence, scientific perspective, integration into modern education and contribution to global dialogue.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Review the contributions of the Indian Knowledge Tradition in philosophical and scientific fields and highlight their unique features.
2. Analyze the contributions in the fields of language, literature and art and explain their cultural and global significance.
3. Reflect on the relevance of the Indian Knowledge Tradition in modern times and demonstrate its applications in scientific and technical fields.
4. Outline future directions for the preservation, documentation and revival of traditional knowledge in the context of modern challenges.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.5 | Contributions of the Bhāratīya Jñāna Paramparā | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Philosophical and Scientific Contributions of the Indian Knowledge System.** **Credit 1**

- Metaphysical and Philosophical Insights.
- Advancements in Mathematics and Astronomy.
- Holistic Approach to Medicine and Well-being.

**Unit II Contributions Related to Language, Literature and Arts.** **Credit 1**

- Linguistic Analysis and Grammar Structures.
- Artistic Expressions and Literary Masterpieces.

**Unit III Relevance of the Indian Knowledge System Today. Credit 1**

- Spiritual and Philosophical Relevance.
- Scientific and Technological Applications.
- Integrating Traditional Wisdom.
- Global Exchange and Cross-Cultural Learning.

**Unit IV Challenges and Future Directions. Credit 1**

- Preservation and Documentation.
- Reviving Traditional Knowledge in Contemporary Contexts.
- Ethical Considerations and Responsible Adaptation.
- Embracing the Past to Shape a Harmonious Future.

**Essential/Recommended readings/Texts:**

1. Griffith, R. T. H. (1896). The Vedas: Rigveda, Samaveda, Yajurveda, Atharvaveda (English translation). Benares: E. J. Lazarus & Co.
2. Patañjali. The Yoga Sutras of Patanjali. [Classical Sanskrit text].
3. Kautilya. The Arthashastra (English translation). [Ancient Indian treatise on polity and economics].
4. Sivananda, S. (1989). The Bhagavad Gita (with translation and commentary). Divine Life Society.
5. Vālmīki. (1996). The Ramayana (A. Sattar, Trans.). Penguin Books.
6. Vyāsa. (2010–2014). The Mahabharata (B. Debroy, Trans., Vols. 1–10). New Delhi: Penguin Books.
7. Kapoor, K., & Singh, A. K. (Eds.). (2021). Indian knowledge systems. New Delhi: DK Print World Private Limited.
8. Chitre, P. (2024). Our intellectual heritage. Delhi: Motilal Banarsidass Publishing House.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

# SEMESTER – 6

## Major 3.6: Śukranīti: Defence Perspective and Strategies

**Course Objectives:**

1. To study the concept of defence through fortification (Durga) as presented in Chapter 4 of Śukranīti.
2. To examine the organization and role of the military (Sena) in Śukranīti.
3. To analyze these ideas critically from the standpoint of Sanskrit textual tradition.
4. To apply the principles of Durga and Sena to contemporary defence and security studies.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the historical context and authorship of Śukranīti.
2. Interpret Sanskrit verses on Durga and Sena with accurate philological and strategic understanding.
3. Analyse the typologies of fortifications and army organization in Śukranīti.
4. Compare ancient and modern defence strategies, identifying enduring principles.
5. Apply Śukranīti's defence concepts to case studies in security and policy.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.6 | Śukranīti: Defence Perspectives and Strategies | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Śukranīti and Defence Theory.** **Credit 1**

- Overview of Śukranīti – dating, authorship debates, place in Nītiśāstra literature.
- Relevance of Chapter 4 in the overall text.
- Defence in Indian strategic thought – integration with Arthaśāstra, Manusmṛti, Mahābhārata and Purāṇas.
- Reading and translation methodology for Sanskrit nīti texts.
- Critique of Śukranīti from a modern military science perspective.

**Unit II Durga: The Science of Fortification.** **Credit 1**

- Durga-lakṣaṇa – definition and strategic importance.
- Types of forts (Śukranīti's classification: Jala-durga, Giri-durga, Vana-durga, Mānuṣa-durga, etc.).
- Design principles – geometry, materials, location, accessibility and sustainability.

- Defensive mechanisms – moats, ramparts, gates, watchtowers, armouries.
- Internal arrangements – storage, water supply, living quarters, escape routes.
- Maintenance & repair protocols.
- Strategic role of forts in peace and war.
- Case comparison: Rajgad, Gingee, Chittorgarh (Indian examples) vs. Medieval European castles.

**Unit III Sena: Organisation and Management of the Army. Credit 1**

- Sena-paribhāṣā – definition of army and its role in state security.
- Divisions of the army – infantry, cavalry, elephants, chariots, navy (where applicable).
- Recruitment principles – selection criteria for soldiers (guṇa & śīla).
- Hierarchy & command structure – from Senāpati to foot soldiers.
- Training regimens – weaponry, physical fitness, discipline, moral code.
- Military logistics – supply lines, food, water, arms, medical support.
- Morale and ethics in war – dharmayuddha principles in Śukranīti.
- Comparative analysis with Kautilya's Saptanga model for military organisation.

**Unit IV Strategic Integration and Contemporary Applications. Credit 1**

- Forts as force multipliers – how fort design influences army deployment.
- Defence in depth – coordination between stationary (Durga) and mobile (Sena) defence systems.
- Role of terrain and environment in defence strategy.
- Emergency protocols – evacuation, regrouping, counterattack strategies.
- Siege warfare – both offensive and defensive perspectives from Śukranīti.
- Historical case studies – Panipat, Raigad, Delhi Sultanate's fort warfare.
- Adapting ancient principles to modern warfare and border security.
- Lessons for cyber defence & urban security planning.
- Student project presentations – application of Durga-Sena concepts to hypothetical scenarios.

**Essential/Recommended readings/Texts:**

1. Kauṭilya. (ca. 3rd century BCE). *The Kauṭilīya Arthaśāstra* (R. P. Kangle, Trans. & Ed.; Part II: Book 2, Durgavidhi; Book 10, Sena). Delhi: Motilal Banarsidass, 1992.
2. Śukra. (ca. 4th–10th century CE). *Śukranīti* (Chapter 4) [Critical edition with commentary].

**Additional Readings:**

1. Dikshitar, V. R. R. (1944). *War in Ancient India*. Delhi: Macmillan.
2. Pusalkar, A. D. (1959). *History of the Deccan Forts*. Poona: Deccan College Postgraduate & Research Institute.
3. Singh, S. D. (1965). *Ancient Indian Warfare: With Special Reference to the Vedic Period*. Leiden: E. J. Brill.
4. Sharma, R. S. (2005). *India's Ancient Past*. New Delhi: Oxford University Press. (Chapters on political and military systems)

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

# Major 3.7: Defence Economics

**Course Objectives:**

1. To Introduce the principles of economics in relation to national defence and security.
2. To Develop an understanding of the interaction between defence spending, development and economic systems.
3. To Familiarise students with defence budgeting, planning, production and financing mechanisms.
4. To Provide analytical tools to evaluate cost-effectiveness and the economic impact of defence policies.
5. To Examine the broader effects of war on economies, including inflation, trade, technology and resource mobilisation.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Define and apply key concepts of economics to defence and security studies.
2. Evaluate the trade-offs between defence expenditure and developmental needs.
3. Analyse India's defence budget and assess trends in expenditure.
4. Evaluate defence planning processes, including cost-effectiveness and systems analysis.
5. Examine the role of defence production, R&D and the public/private sectors in national security.
6. Assess the economic consequences of war, including impacts on inflation, trade, balance of payments and technological growth.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.7 | Defence Economics | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction.** **Credit 1**

- Definition of Economics.
- Types of Economic System – Their Merits and Demerits.
- Defence Vs Development.

**Unit II Defence Budget.** **Credit 1**

- Concept of Finance, Revenue and Expenditure.
- Budgetary Process, National Income, Gross National Product, Gross Domestic Product.
- Analysis of India's Defence Budget during the past five years.

**Unit III Defence Planning.** **Credit 1**

- Concept of Defence and Importance of Defence Planning.
- System Analysis – Its Utility in Defence Planning.
- Cost Effectiveness and choice of Weapons System.

**Unit IV Defence Production.** **Credit 0.5**

- Classification of Defence Requirements.
- Role of Ordinance factories, Public and private Sector undertakings in Defence. Production.
- Role of Defence Research and Development Organization in Defence Production.

**Unit V Effects of War on Economy.** **Credit 0.5**

- Inflation Balance of Trade and Balance of Payment.
- Mobilization of Resources for War efforts.
- Growth of Science and technology.

**Essential/Recommended Readings/Texts:**

1. Shaw, E., & Scitovsky, T., eds. (1951). *Mobilizing Resources for War: The Economic Alternatives*. New York: McGraw-Hill.
2. Subramaniam, K. (1973). *Defence and Development*. Calcutta: Minerva Associates.
3. Kennedy, G. (1974). *The Military in the Third World*. New York: Scribner's.
4. Deger, S. (1986). *Military Expenditure in the Third World: The Economic Effects*. London: Routledge.
5. Khanna, D. D., & Mehrotra, P. N. (1993). *Defence Versus Development: Case Study of India*. New Delhi: Indus Publishing.
6. Subramaniam, K. *Perspectives in Defence Planning*. New Delhi: ABC Publishers.

**Additional Readings:**

1. Hartley, K., & Sandler, T., eds. (1990). *The Economics of Defence Spending*. London: Routledge.
2. Paul, T. V. (1992). *Asymmetric Conflicts: War Initiation by Weaker Powers*. Cambridge: Cambridge University Press.
3. Sandler, T., & Hartley, K. (1995). *The Economics of Defence*. Cambridge: Cambridge University Press.
4. Smith, R. (2009). *Military Economics: The Interaction of Power and Money*. Palgrave Macmillan.
5. Dunne, J. P. (2016). *Military Spending and Development*. SIPRI Publications.
6. Bae, S., & Markowski, S. (2017). *Arms Procurement Decision Making: China, India, Israel, Japan, South Korea and Thailand*. Oxford: Oxford University Press.
7. Government of India. *Annual Defence Budget Reports*. Ministry of Defence.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Participation in workshops on defence economics, budgeting, or technology.
2. Writing assignments analysing India's defence budget, or a comparative study of defence expenditure among countries.

3. Producing short videos explaining economic dimensions of warfare (e.g., resource mobilisation, cost of war, defence R&D).
4. Participation in simulation exercises or war games involving resource allocation and defence planning.
5. Presentation of a case study on the economic impact of a historical war (e.g., World Wars, Indo-Pak Wars, Gulf War).
6. Policy brief writing on balancing defence and development priorities.
7. Book or article review of a seminal work in defence economics (e.g., Sandler & Hartley, SIPRI reports).

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

# Major 3.8: War, Media and Journalism

**Course Objectives:**

1. To Provide students with a historical and theoretical understanding of war reporting and its influence on public opinion and policy.
2. To Familiarise students with different media theories and their application to security, conflict and warfare.
3. To Examine the role of Indian and global media in shaping discourses on war, terrorism, peace and national security.
4. To Explore legal, ethical and regulatory aspects of war journalism and media coverage.
5. To Enable students to critically analyse case studies of war and terrorism reportage in India and abroad.
6. To Develop skills for evaluating the media's dual role as an instrument of both conflict escalation and peacebuilding.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Demonstrate an understanding of the evolution of war reporting and its role in national security.
2. Apply key media theories (agenda-setting, framing, cultivation, propaganda models) to analyse conflict reporting.
3. Critically evaluate ethical dilemmas in war journalism, propaganda and state-media relations.
4. Analyse the impact of media coverage on terrorism, information warfare and peace processes.
5. Assess Indian media's role in covering major conflicts and terrorist incidents.
6. Propose frameworks for responsible media engagement in security and conflict contexts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 3.8 | War, Media and Journalism | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I National Security and the Media: Introduction.** **Credit 0.5**

- Concept and Meaning.
- Types/Categories of Media and New Media.
- History of Media.
- The Indian Media and National Security Strategy.

**Unit II Understanding Media: Theories and Practices.** **Credit 1**

- Agenda Setting Theory.
- Cultivation analysis Theory.
- Hypodermic Needle Theory.
- Media and Soft Power.
- Gratifications Theory.

**Unit III Media and State.** **Credit 1**

- Theory of Public Sphere.
- Linking Media and State.
- Policy and Propaganda.
- New Media and Public Opinion.

**Unit IV Press Laws of Indian Media.** **Credit 0.5**

- Press Council Act of 1978.
- Defence of India Act, 1962.
- Civil Defence Act, 1968.
- The Broadcasting Code.
- Media Ethics.

**Unit V National Security, Terrorism and Role of Media.** **Credit 0.5**

- Information Warfare.
- Defence against Information Warfare.
- Terrorist view towards Media.
- Media Interest in Terrorism.

**Unit VI Indian Media Coverage of Contemporary Operations: Case Studies.** **Credit 0.5**

- Kargil War.
- IC-814 Hijack.
- 26/11 Attack.
- Operation Sindoor.

**Essential/Recommended readings/Texts:**

1. Arno, A. (1984). The news media in national and international conflict. Boulder, CO: Westview Press.
2. Iyengar, S., & Simon, A. (1993). News coverage of the Gulf crisis and public opinion. Communication Research, 20(3), 365–383.
3. Allen, B., et al. (1994). The media and the Gulf War: Framing, priming and the spiral of silence. Cambridge / Oxford / etc.: Polity.
4. Rasmussen, J. L. (1997). Peacemaking in the twenty-first century. Washington, DC: United States Institute of Peace.
5. Huntington, S. P. (2000). The clash of civilizations? Pearson Publishing.
6. Cunningham, S. (2001). Responding to propaganda: An ethical enterprise. Journal of Mass Media Ethics.

7. Baum, M. (2003). Soft news goes to war: Public opinion and American foreign policy in the new media age. Princeton: Princeton University Press.
8. Allan, S., & Zelizer, B. (Eds.). (2004). Reporting war: Journalism in wartime. London / New York: Routledge.
9. Musa, B., & Domatob, J. K. (2007). Perspectives on media ethics and professionalism in post-colonial societies. Journal of Mass Media Ethics.
10. Musa, B. Journalistic ethics and conflict reporting: A biblical pedagogy of media advocacy, objectivity and social responsibility.

**Additional Readings:**

1. Thussu, D. K., & Freedman, D. (2003). *War and the Media: Reporting Conflict 24/7*. Thousand Oaks, CA: Sage.
2. Okrent, D. (2004). *Weapons of Mass Distraction?* New York Times.
3. Tumber, H., & Webster, F. (2006). *Journalists Under Fire: Information War and Journalistic Practices*. Thousand Oaks, CA: Sage.
4. Rid, T. (2007). *War and Media Operations: The US Military and the Press from Vietnam to Iraq*. London / New York: Routledge.
5. Thussu, D. K. (2007). *Media on the Move: Global Flow and Contra-Flow*. London: Routledge.
6. Chatterji, P. C. (2009). *Broadcasting in India: Many Voices, Many Choices*. New Delhi / Thousand Oaks / London: Sage.
7. Hoskins, A., & O'Loughlin, B. (2010). *War and Media: The Emergence of Diffused War*. Cambridge: Polity Press.
8. Carruthers, S. (2011). *The Media at War*. Basingstoke: Palgrave Macmillan.
9. Plaisance, P. (2013). *Media Ethics: Key Principles for Responsible Practice*. Thousand Oaks, CA: Sage.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Participation in media workshops on war and security reporting.
2. Writing assignments analysing media coverage of specific wars or terrorist events.
3. Producing short videos or podcasts explaining the media's role in shaping war narratives.
4. Simulation exercises on crisis communication, war correspondence, or information warfare.
5. Presentation of case studies on war journalism (e.g., Kargil War, Gulf War).
6. Media content analysis project (e.g., coding news reports for framing and agenda-setting).
7. Book/film review of a key work in war journalism (e.g., documentaries on embedded journalism, or war correspondents).

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

# Major 3.9: Intelligence in National Security

**Course Objectives:**

1. To Provide students with a conceptual and historical understanding of intelligence and its role in national security.
2. To Familiarise students with classical and modern approaches to intelligence, including theories, structures and practices.
3. To Examine the evolution of global intelligence systems and India's own intelligence apparatus.
4. To Critically analyse intelligence operations—successes, failures and reforms—through selective case studies.
5. To Explore the future of intelligence in light of emerging technologies, ethics and global security challenges.
6. To Build analytical skills to evaluate intelligence as a tool of statecraft, counterterrorism and strategic decision-making.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the concepts, scope and key functions of intelligence in the context of national security.
2. Identify and assess traditional practices of intelligence such as collection, analysis, covert operations and counterintelligence.
3. Demonstrate understanding of historical and comparative perspectives on intelligence, from Kautilya to contemporary agencies like CIA, KGB, MI6, ISI and Mossad.
4. Analyse India's intelligence apparatus, its strengths, weaknesses and its evolving role in national security.
5. Evaluate the impact of emerging technologies and ethical debates on the future of intelligence.
6. Apply lessons from case studies to understand intelligence successes and failures in global and Indian contexts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 3.9 | Intelligence in National Security | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction.** **Credit 0.5**

- Concept, types, scope, importance and meaning of Intelligence.
- Key terms and Concepts in Intelligence and National Security.
- Intelligence Cycle: Collection, Analysis and issues in Intelligence Cycle.

**Unit II Intelligence in History.** **Credit 1**

- Intelligence as statecraft.
- Strategic thoughts on Intelligence: Kautilya, Sun Tzu and Clausewitz.
- British period Intelligence, Evolution of Intelligence Agencies - CIA, KGB, MI6. ISI, MOSSAD.
- Intelligence in Modern India.

**Unit III Trade and Practices in Intelligence.** **Credit 1**

- Intelligence gathering process: Producers and consumers of Intelligence.
- Open-Source Intelligence, collation and Data Mining.
- Counter- Intelligence and safeguards practices.
- Intelligence cooperation: Bilateral and Multilateral.
- Selective Case Studies in Intelligence.

**Unit IV India's Intelligence Apparatus and its National Security.** **Credit 1**

- Origins of India's Intelligence apparatus.
- Government agencies involved in Intelligence and National Security.
- Intelligence and geopolitical environment.
- Reforms in India's Intelligence apparatus.
- Role of Military Intelligence.

**Unit V Future Directions in Intelligence Studies.** **Credit 0.5**

- Change and continuity in Intelligence.
- Traditional Intelligence and Emerging Tech.
- Ethics and Intelligence.

**Essential/Recommended readings/Texts:**

1. Manickam, R. N. (2000). *Security, Espionage and Counterintelligence*. Manas Publications
2. Johnson, L. K., ed. (2010). *The Oxford Handbook of National Security Intelligence*. Oxford: Oxford University Press
3. Shah, S. K. (2018). *Strategic Intelligence and National Security in South Asia*. New Delhi: S R Book World
4. Gupta, A. (2018). *How India Manages Its National Security*. New Delhi: Penguin / Viking / Penguin Random House India
5. Prunckun, H. (2019). *Counterintelligence: Theory and Practice*. Lanham, MD: Rowman & Littlefield
6. Dayal, S. (2020). *C4I2SR*. New Delhi: KW Publishers
7. Kumar, S. (2020). *India's National Security*. New Delhi: Pentagon Press

**Additional Readings:**

1. Mitrokhin, V., & Andrew, C. (1999). *The Mitrokhin Archive: The KGB in Europe and the West*. London: Penguin
2. Herman, M. (2001). *Intelligence Power in Peace and War*. Cambridge: Cambridge University Press

3. Aldrich, R. J. (2010). *GCHQ: The Uncensored Story of Britain's Most Secret Intelligence Agency*. Harper Press
4. Riedel, B. (2013). *Avoiding Armageddon: America, India and Pakistan to the Brink and Back*. Washington, DC: Brookings Institution Press
5. Richelson, J. (2015). *The U.S. Intelligence Community*. New York: Routledge
6. Andrew, C. (2018). *The Secret World: A History of Intelligence*. London: Yale University Press
7. Lowenthal, M. (2020). *Intelligence: From Secrets to Policy*. Washington, DC: CQ Press
8. Minaxi. *The Black Tiger: The Untold Story of an Indian Spy in Pakistan*. Apna Publish

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Participation in workshops on intelligence, cybersecurity, or defence technology.
2. Writing assignments on intelligence operations or comparative study of intelligence agencies.
3. Producing short videos/podcasts explaining intelligence failures or successes (e.g., 9/11, Kargil).
4. Simulation exercises on intelligence analysis, crisis management, or counter-intelligence operations.
5. Presentation of case studies on intelligence in wars or counterterrorism (e.g., Mossad's Entebbe raid, R&AW in 1971 war).
6. Book review/film analysis of works like The Spy Who Came in from the Cold, Raazi, or intelligence memoirs.
7. Debates on ethical dilemmas in intelligence (e.g., surveillance vs. privacy).

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

# Major 3.10: Indian System of Logic and Debate

**Course Objectives:**

1. To acquaint students with the fundamental Indian principles of debate (vāda-vidyā) and their applications in philosophical discourse and diverse areas of knowledge.
2. To bring the indigenous science of argumentation (Anvīkṣikī) to the fore.
3. To develop in students the logical faculty of discourse and rational perception applicable to day-to-day life situations.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Apply the principles of syllogistic logic through pañcāvayava-vākya and related concepts.
2. Evaluate theories of debate such as siddhānta, nirṇaya and different modes of dialogue.
3. Apply principles of Indian logic and debate in academic and real-life discussions.
4. Analyze arguments systematically using classical Indian logical structures.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 3.10 | Indian System of Logic and Debate | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Fundamentals of the Science of Debate.** **Credit 1**

- Ānvīkṣikī (Science of inquiry) – Definition and importance.
- Growth of Ānvīkṣikī – Vāda-Vidyā (Evolution into the art of debate)
- Pariṣad (Council of debate) – Definition and types.
- Roles in debate:
  - Vādī (Discussant)
  - Prativādī (Opponent)
  - Madhyastha (Judge)
  - Prāśnika (Questioner)

**Note**: Definitions and concepts to be taken from:

  - Nyāyasūtra
  - Nyāyakośa (Bhimacharya Jhalkikar)

- A History of Indian Logic (S.C. Vidyabhushan, Chapter III, Section I)

**Unit II Syllogistic Logic.** **Credit 1**

- Anumāna (Inference) – Definition and key terms:
  - Sādhya (Major term / probandum)
  - Hetu (Middle term / probans)
  - Pakṣa (Minor term)

- Illustrations
  - Sapakṣa (Similar instance)
  - Vipakṣa (Contrary instance)
- Vyāpti (Invariable Concomitance) – Types and methods of establishment.
- Demonstration of pervasion:
  - Upādhi (Condition)
  - Tarka (Hypothetical reasoning) – Nature and varieties.
- Pañcāvayava-vākya (Five-membered syllogism) – Structure and application.

**Note**: Definitions and concepts to be taken from:

- *Tarkasaṁgraha.*
- *Tarkabhāṣā.*
- *Nyāya Theory of Knowledge* (S.C. Chatterjee, Chapters XI–XIV)

**Unit III Theory of Debate.** **Credit 1**

- Dṛṣṭānta (Example) – Role in argument.
- Siddhānta (Tenet) – Definition and function.
- Nirṇaya (Ascertainment) – Process and significance.
- Kathā (Dialogue) – Kinds of dialogues.
- Types of interaction:
  - Vāda (Discussion)
  - Jalpa (Wrangling)
  - Vitaṇḍā (Cavil)

**Unit IV Fallacies and Defeats in Debate.** **Credit 1**

- Chala (Quibble) – Definition and kinds.
- Jāti (Analogue) – Types and usage.
- Nigrahasthāna (Point of defeat) – Definition and kinds:
  - Pratijñāhāni (Hurting the proposition)
  - Pratijñāntara (Shifting of proposition)
  - Pratijñāvirodha (Opposing the proposition)
  - Pratijñāsannyāsa (Renouncing the proposition)
  - Matānujñā (Admission of an opinion)

**Note**: Definitions and concepts to be taken from:

- *Nyāyasūtra*
- *Nyāyakośa* (Bhimacharya Jhalkikar)
- *A History of Indian Logic* (S.C. Vidyabhushan, Chapter II, Section II)

**Essential/Recommended readings/Texts:**

1. Athalye & Bodas, (1920), Tarkasaṅgraha (only introduction & exposition of anumāna), Mumbai.
2. Shastri, Kuppuswami, (1951), A Primer of Indian Logic (only introduction & exposition of anumāna), Madras.

3. Bagchi, S. S., (1951), Inductive Logic: A Critical Study of Tarka & Its Role in Indian Logic, Darbhanga.
4. Hiriyanna, M., (1956), Outline of Indian Philosophy, London, (Also Hindi translation).
5. Vidyabhushan, Satish Chandra, (1962), A History of Indian Logic (Chapter III of Section I & Chapter II of Section II only), Delhi: Motilal Banarsidass.
6. Chatterjee, S. C., & Datta, D. M., (1968), Introduction to Indian Philosophy, Calcutta: Calcutta University, (Hindi translation also available).
7. Chatterjee, S. C., (1968), The Nyāya Theory of Knowledge, Calcutta.
8. Potter, Karl H., (1977), Encyclopaedia of Indian Philosophies, Vol. II, Delhi: Motilal Banarsidass.
9. Radhakrishnan, S., (1990), Indian Philosophy, Delhi: Oxford University Press.
10. Jhalkikar, Bhimacharya, (1997), Nyāyakośaḥ, Poona: Bhandarkar Oriental Research Institute, (Reprint of fourth edition).
11. Matilal, B. K., (1998), The Character of Logic in India, Oxford.
12. उपाध्याय आचार्य बलदेव (2007) भारतीय दर्शन की रूपरेखा, चौखंभा पब्लिशर्स, वाराणसी : भारत।
13. Annaṁbhaṭṭa, (2007), Tarkasaṁgraha (with Dīpikā), Ed. & Tr. in Hindi by Kanshiram & Sandhya Rathore, Delhi: MLBD.
14. सिंह जदुनाथ, (2014), भारतीय दर्शन, मोती लाल बनारसी दास प्राइवेट लिमिटेड, नई दिल्ली।
15. Jha, Harimohan, Bhāratīya Darśana Paricaya, Vol. I (Nyāya Darśana), Darbhanga.

# FOURTH YEAR: MAJOR PAPERS

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

# SEMESTER – 7

## Major 4.1: Basic Skills for Research Paper and Dissertation

**Course Objectives:**

1. To introduce students to the fundamentals of writing research dissertations and academic papers.
2. To help students acquire essential skills for effective and scholarly research writing.
3. To ensure a clear understanding of academic standards, structure and formatting required in research.
4. To familiarize students with the techniques and methodologies applicable to academic research and writing.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Narrate the basics of writing research dissertations or papers.
2. Gain the necessary skills required for effective research writing.
3. Interpret a clear understanding of the standards to be followed in academic research.
4. Apply the techniques to be used in their research writings.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.1 | Basic Skills for Research Paper and Dissertation | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Theoretical concept of Research.** **Credit 1**

- Introduction, Objectives and Types of Research.
- Outline of Research Work.
- Topic Selection and Writing Methods.
- Material Collection: Primary and Secondary.
- E-Recourses and Research Tools.

**Unit II Dissertation/Paper Editing Tools.** **Credit 1**

- Typing tools for Unicode Devanagari.
- Editing Tools: Microsoft Word and Google Docs.

**Unit III Basics of Research Paper Writing.** **Credit 1**

- Topic Selection.
- Review of Literature.
- Drafting the body.

- Revision/Editing.
- Major Components of Research Papers:
    - Abstract.
    - Keywords.
    - Background and Introduction.
    - Review of Literatures.
    - Objective.
    - Material (Data) and Methodology.
    - Result and Discussions.
    - Conclusions.
    - Finding.
    - Future Direction of Research.
    - Acknowledgement.
    - References.

**Unit IV Dissertation Writing Skill. Credit 1**

- Overview of the dissertation.
- Major steps: Proposal, Dissertation Writing, Editing/Review.
- Presentation and Submission.
- Essential Elements of Research Proposal:
    - Research topic selection.
    - A brief description of the proposed thesis.
    - Preliminary outline of the proposed research.
    - Survey.
    - Reference list.
- Structure of Dissertation:
    - Title Page.
    - Acknowledgement.
    - Abstract.
    - Table of Contents.
    - List of figures.
    - List of Tables.
    - List of Appendixes.
    - Dissertation Chapters.
    - References Lists.

**Essential/Recommended Readings/Texts:**

1. Yelikar, 2009, *Essentials of Research Methodology & Dissertation Writing ((Fogsi),* Jaypee Brothers Medical Publishers.
2. द्विवेदी प्रभुनाथ, (2014), *संस्कृत शोध प्रविधि*, वाराणसी : शारदा संस्कृत संस्थान।
3. Teacher's notes, ppt and handout.
4. http://www.makeuseof.com/tag/5-powerpoint-tips-improve-presentation-skills-overnight/
5. https://www.slideshare.net/subagini/effective-presentation-skills-28512891
6. http://www.free-power-point-templates.com/articles/18-tips-to-improve-presentation-skills/

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Major 4.2: Ṣāḍguṇya in Arthaśāstra (Āvapādhikara)

**Course Objectives:**

1. To study the Āvapādhikara (Adhikaraṇas 6–13) of Kauṭilya's Arthaśāstra.
2. To understand the principles of foreign policy, statecraft, internal and external defence and crisis management discussed therein.
3. To develop the ability to analyze Kauṭilya's framework in the light of Sanskrit textual study.
4. To apply these principles to contemporary issues in governance, diplomacy and national security.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the foundations of Maṇḍala Theory and its practical implications.
2. Analyze the Ṣāḍguṇya (six measures of foreign policy) and their applications.
3. Evaluate Kautilya's framework of diplomacy, intelligence and secret practices.
4. Assess internal defense strategies and responses to crises as per Arthaśāstra.
5. Apply Avapadhikara insights to modern geopolitics, governance and security studies.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 4.2 | Ṣāḍguṇya in Arthaśāstra (Āvapādhikara) | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Āvapādhikara & Maṇḍala Theory.** **Credit 1**

- Nature and scope of Adhikaraṇas 6–13.
- Concept of Āvapād and necessity of defense in statecraft.
- Maṇḍala Theory: Circle of States – enemy, ally, neutral, intermediary.
- Relationship dynamics and interdependence.
- Introduction to Ṣāḍguṇya (six measures of policy).

**Unit II Ṣāḍguṇya – Six Measures of Foreign Policy.** **Credit 1**

- Sandhi (treaty of peace): conditions, strategies, risks.
- Vigraha (war): justifications, strategies and consequences.
- Āsana (neutrality): waiting and strategic inaction.
- Yāna (expedition): campaigns and conquests.

- Saṃśraya (seeking protection/alliance): uses and limitations.
- Dvaidhibhāva (dual policy): combining strategies.
- Relevance of Ṣāḍguṇya in modern diplomacy.

**Unit III Diplomacy, Espionage & Defense. Credit 1**

- Ambassadors (dūtas): types, duties and conduct.
- Protocols of negotiation and treaties.
- Use of envoys in diplomacy and intelligence.
- Spies and counter-spies: methods of gathering information.
- Secret practices (upājīva, prakāśa).
- Deception, covert operations and psychological warfare.
- Protection of frontiers, forts (durga) and borders.
- Army organization, recruitment and training.
- Defense against rebellion, infiltration and internal threats.

**Unit IV Calamity Management & Contemporary Relevance. Credit 1**

- Handling natural calamities: famine, flood, fire, epidemics.
- Integration of internal security with external defense.
- Interlinking Mandala Theory and Ṣāḍguṇya.
- Ethics of war, peace and diplomacy in Kauṭilya's framework.
- Case studies from Mauryan Empire and later Indian kingdoms.
- Comparative analysis: Kauṭilya and modern political realism.
- Applications of Āvapādhikara to present-day geopolitics.
- Student-led presentations and reflections.

**Essential/Recommended Readings/Texts:**

1. Kauṭilya. (ca. 3rd century BCE). *Arthaśāstra*. Translated by L. N. Rangarajan. New Delhi: Penguin Books India.
2. Kauṭilya. (1960–1965). *The Kauṭilīya Arthaśāstra*, Parts I–III. Edited & translated by R. P. Kangle. Bombay: University of Bombay.
3. Boesche, R. (2002). *The First Great Political Realist: Kautilya and His Arthashastra*. Lanham, MD: Lexington Books.
4. Bhat, V. R., & Shukla, T. (2024). *Introduction to Indian Knowledge Systems: Concepts and Applications*. Noida: PHI Learning.

**Additional Reading:**

1. Ghoshal, U. N. (1959). *A History of Indian Political Ideas: The Ancient Period and the Period of Transition to the Middle Ages*. London / New York: Oxford University Press.
2. Olivelle, P. (2013). *King, Governance and Law in Ancient India: Kautilya's Arthaśastra*. Oxford: Oxford University Press.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

# Major 4.3: Modern Concepts of Warfare: Information Warfare, Cyber Warfare and Multi-Domain Operations

**Course Objectives:**

1. To Provide students with a conceptual and applied understanding of information warfare (IW), cyber warfare (CW) and multi-domain operations (MDOs).
2. To Familiarise students with the evolution, models and tools of IW and CW, including propaganda, disinformation, cyber weapons and information operations.
3. To Analyse India's vulnerabilities and preparedness against information, cyber and multi-domain threats, with reference to Chinese and Pakistani strategies.
4. To Study comparative global doctrines (US, Russia, China) on cyber warfare and multi-domain operations.
5. To Enable students to critically evaluate future threats and challenges posed by IW, CW and MDOs and devise possible strategic responses for India.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Define and distinguish IW, CW and MDOs and explain their relevance in modern warfare.
2. Analyse tools of information warfare (propaganda, misinformation, psychological ops) and their use by state and non-state actors.
3. Examine the evolution of cyber warfare doctrines globally and their role in contemporary military strategy.
4. Assess India's preparedness in countering IW, CW and MDO challenges.
5. Critically evaluate the role of technology, perception management and convergence of domains in shaping modern warfare.
6. Develop skills in scenario analysis, case studies and simulations of IW, CW and MDOs.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 4.3 | Modern Concepts of Warfare: Information Warfare, Cyber Warfare and Multi-Domain Operations | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Information Warfare. Credit 1**

- Information Warfare: Concepts, Features, Model, components, its evolution.
- Psychological Operations, Information Operation and Perception Management.
- Use of Misinformation, Disinformation, Propaganda as IW tools. Use of IW tools by Islamic Fundamentalism, LWE and terrorist Organisation.
- China and Pakistan's ISPR IW campaign – Soft Poer, Public Diplomacy and Ideology as weapon.
- Role of IW in evolving a National Security and Defence Strategy.
- Evolving IW strategy for India: Meeting Challenges from Chinese and Pakistan IW.

**Unit II Cyber Warfare. Credit 1**

- Introduction to Cyber Warfare Threatscape: definition of cyberwar, motivation, attackers, threats, fifth domain of warfare, models of Cyber Warfare, Concept of Misinformation and Disinformation.
- Offensive and Defence Information Warfare, Cyberspace as a Warfare Domain: Purpose, Plausibility and Limits of Cyberwar, Cyber Weapons: Logical (scanning, exfiltration tools, etc.), physical (physical means), psychological (social engineering)
- Operational History of Cyber Warfare: Cyber Crime, Future Threats, Rise of Nonstate Hacker, Noteworthy Events, Ex. Gaza Cyber war.
- Responding to International Cyber Attacks: Law of War, Nonstate actors and Law of War, Analysing Cyber Attacks, Technological Limitations, Issues, Intelligence Component of Cyber Warfare.
- Role of Cyber Warfare in Military Doctrine - Cyber Warfare Doctrine and Strategy: materialization of cyber warfare in modern armies, evolving doctrines and changes in national doctrines for the usage of cyber force (e.g., US. Russia and China)

**Unit III Multi Domain Operation. Credit 2**

- Meaning and Definitions of Multi Domain Operations, difference between Airland battle and Multi-Domain Operations.
- Need for Multi Domain Operations? - The Changing Character of War, the evolution of joint and combined arms, MDOs operational framework.
- Future Threats and Challenges: India's Preparedness in Multi- Domain Operations, Theaterisation, Cohesion through Convergence.
- Indian Military Strategy in Future Conflicts w.r.t to MDOs.

**Essential/Recommended Readings/Texts:**

1. Denning, Dorothy. (1998). *Information Warfare and Security*. Boston: Addison Wesley
2. Paul, Christopher. (2008). *Information Operations: Doctrine and Practice*. Westport, CT: Praeger Security International.
3. Libicki, Martin C. (2009). *Cyber Deterrence and Cyberwar*. Santa Monica, CA: RAND

4. Carr, Jeffrey. (2011). *Inside Cyber Warfare: Mapping the Cyber Underworld*. Sebastopol, CA: O'Reilly.
5. Winterfeld, Steve and Jason Andress. (2012). *The Basics of Cyber Warfare*. Waltham, MA: Elsevier.
6. Reich, Pauline C. and Eduardo Gelbstein. (2012). *Law, Policy and Technology: Cyberterrorism, Information Warfare and Internet Immobilization*. Hershey, PA: IGI Global.
7. Chapple, Mike and David Seidl. (2015). *Cyberwarfare: Information Operations in a Connected World*. Burlington, MA: Jones & Bartlett.
8. Joachim, Eric C. (2021). *Culture Clash: Army and Air Force Culture Concerning Multi-Domain Operations*. Fort Leavenworth, KS: U.S. Army Command and General Staff College.

**Additional Readings:**

1. Arquilla, John and David Ronfeldt. (1996). *The Advent of Netwar*. Santa Monica, CA: RAND.
2. Nye, Joseph S. (2004). *Soft Power: The Means to Success in World Politics*. New York: Public Affairs.
3. Ganor, Boaz. (2008). *Terrorism and the Laws of Multi-Dimensional Warfare*. Herzliya: IDC Herzliya.
4. Kuehl, Daniel T. (2009). *From Cyberspace to Cyberpower*. Washington, DC: National Defense University.
5. Stiennon, Richard. (2010). *Surviving Cyberwar*. Lanham, MD: Rowman & Littlefield.
6. Rid, Thomas. (2013). *Cyber War Will Not Take Place*. Oxford: Oxford University Press.
7. Singer, P. W. and Allan Friedman. (2014). *Cybersecurity and Cyberwar: What Everyone Needs to Know*. Oxford: Oxford University Press.
8. Clapper, James R. (2015). *Worldwide Cyber Threats*. U.S. House Intelligence Committee Report.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Participation in workshops on cyber defence, information operations, or wargaming.
2. Writing assignments on specific cyber-attacks, IW campaigns, or case studies of MDOs.
3. Producing short videos/podcasts explaining cyber warfare tools, IW propaganda methods, or MDO scenarios.
4. Participation in simulation exercises or cyber/war games (e.g., red teaming, crisis management, cyber defence drills).
5. Presentation of a case study on technological impact in war (e.g., Stuxnet, Kargil IW, Russia-Ukraine cyberwarfare).
6. Debates on ethical and legal dilemmas in IW and CW (privacy, surveillance, cyber sovereignty).

7. Group projects on designing a national strategy for India to counter IW, CW and MDOs.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Major 4.4: Science and Technology in Relation to Warfare

**Course Objectives:**

1. To Provide a historical and conceptual understanding of the role of science and technology in the evolution of warfare.
2. To Introduce students to emerging and disruptive technologies and their transformative role in the future of warfighting.
3. To Analyse the implications of advanced materials, cyber and computing innovations, hypersonic weapons and renewable energy resources for national security.
4. To Explore the comparative developments in the United States, Russia, China and India in adopting such technologies.
5. To Enable students to critically assess how technological change impacts strategy, military doctrines and global security dynamics.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Trace the historical evolution of military technologies and their influence on the character of warfare.
2. Understand the fundamentals of AI, Big Data, Cloud Computing, IoT, VR/AR/MR, Blockchain, 3D printing, Quantum Computing and advanced materials.
3. Evaluate the military applications of emerging technologies in cyber, space, land, air, sea and cognitive domains.
4. Compare global developments in hypersonic weapons, renewable energy innovations and quantum technologies.
5. Critically assess ethical, doctrinal and security challenges arising from the militarisation of disruptive technologies.
6. Apply theoretical knowledge to case studies, war simulations and future conflict scenarios.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 4.4 | Science And Technology in Relation to Warfare | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Military Technology: An Introduction. Credit 1**

- Brief introduction to the history, evolution and spread of military technology and major discourses surrounding the subject.
- The specifics of emerging and disruptive technologies.
- How do emerging technologies drive the arms race and its implication for warfare.

**Unit II Superfast and large storage-based computing technologies. Credit 1**

- Artificial intelligence.
- Big Data and Cloud Computing.
- IoT and VR-AR-MR.
- Blockchain.
- Applications to Cyber and Space domain.

**Unit III Advanced Materials and 3D printing. Credit 0.5**

- Materials like Graphene, silicone, Germanane, Phosphorene, Antimonene, Stanene, Meta-materials, Molydenum, Dissulphide.
- New Solar Cells, Shape Memory Alloys, Self-healing artificial materials, Aerogel, Kevlar and Polymetallic Nodules.
- The implications of 3D printing for military applications and security.

**Unit IV Hypersonic Weapons. Credit 0.5**

- What is hypersonic technology?
- The role of hypersonic weapons in warfare.
- Comparative analysis wrt hypersonic technology development in China, Russia, USA and India.

**Unit V Inexhaustible Power Resources. Credit 0.5**

- Inexhaustible power resources like water, solar, geothermal and biomass are discussed.
- Their application in the defence sector.
- Comparative analysis wrt innovation in China, Russia, USA and India.

**Unit VI Quantum Computing. Credit 0.5**

- What is Quantum Computing?
- Current innovation and application to the defence sector.
- China and its work on quantum computing**.**

**Essential/Recommended Readings/Texts:**

1. Buzan, Barry. (1987). *An Introduction to Strategic Studies: Military Technology and International Relations*. New York: Springer.
2. Alic, John A., Lewis M. Branscomb and Harvey Brooks. (1992). *Beyond Spinoff: Military and Commercial Technologies in a Changing World*. Cambridge, MA: Harvard Business Press.

3. Denning, Dorothy. (1998). *Information Warfare and Security*. Boston: Addison-Wesley.
4. Cummings, Mary. (2017). *Artificial Intelligence and the Future of Warfare*. London: Chatham House.
5. Lele, Ajey. (2019). *Disruptive Technologies for the Militaries and Security*. Cham: Springer.
6. Horowitz, Michael C. (2020). "Do Emerging Military Technologies Matter for International Politics?" *Annual Review of Political Science.*
7. Raska, Michael. (2020). "The Sixth RMA Wave: Disruption in Military Affairs?" *Journal of Strategic Studies.*

**Additional Readings:**

1. Wong, Wilson. (2013). *Emerging Military Technologies: A Guide to the Issues*. Santa Barbara, CA: ABC-CLIO.
2. Singer, P. W. and August Cole. (2015). *Ghost Fleet: A Novel of the Next World War*. New York: Eamon Dolan/Houghton Mifflin Harcourt.
3. Fey, Marc. (2017). *3D Printing and International Security*. PRIF Report.
4. Sudhan, A. and M. J. Nene. (2017). "Employability of Blockchain Technology in Defence Applications." *IEEE.*
5. Sharma, Manoj. (2018). "Decrypting China's Quantum Leap." *The China Journa.l*
6. Kashem, S. B. A., et al. (2018). "Microgrid in Military Applications." *IEEE.*
7. Wilkening, Dean. (2019). "Hypersonic Weapons and Strategic Stability." *Survival.*
8. Steff, Reuben, Julian Burton and Simona R. Soare, eds. (2020). *Emerging Technologies and International Security*. London: Routledge.
9. Sayler, Kelley M. (2020). *Emerging Military Technologies: Background and Issues for Congress*. Washington, DC: Congressional Research Service.
10. Neumann, N. M., et al. (2020). "Quantum Communication for Military Applications." *arXiv.*

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Participation in workshops on defence technology, AI in warfare, or hypersonic weapons.
2. Writing assignments on specific emerging technologies (e.g., military applications of graphene, quantum encryption, AI drones).
3. Producing short videos or podcasts explaining a military technology (e.g., hypersonic glide vehicles, 3D printing in combat zones).
4. Participation in simulation exercises or war games (AI-driven battle simulations, cyber defence drills).
5. Presentation of a case study on technological impact in a historical or contemporary battle (e.g., Stuxnet, drones in Nagorno-Karabakh conflict).
6. Group projects designing a futuristic Indian military strategy integrating AI, quantum computing and renewable energy.

7. Debates/roundtables on ethics and emerging technologies in warfare (e.g., lethal autonomous weapons systems).

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Major 4.5: Defence Organisations: DRDO, PPP and Defence Corridors

**Course Objectives:**

1. To Provide an in-depth understanding of India's defence industrial base with focus on Defence Research and Development Organisation (DRDO).
2. To Examine the role of Public–Private Partnerships (PPP) in defence production and innovation.
3. To Analyse India's Defence Corridors as emerging hubs of technology, R&D and manufacturing.
4. To Familiarise students with the policy frameworks, challenges and global comparisons in defence industrialisation.
5. To Enable students to critically assess India's preparedness in building an Atmanirbhar (self-reliant) defence sector.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Examine the institutional role, structure and achievements of DRDO.
2. Evaluate the significance of PPP models in strengthening India's defence capabilities.
3. Analyse the creation and functioning of Defence Corridors in India and their contribution to national security and economic growth.
4. Compare India's defence-industrial base with global best practices.
5. Assess the challenges of indigenisation, technology transfer, FDI and private sector participation.
6. Critically apply knowledge in case studies, simulations and defence policy debates.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 4.5 | Defence Organisations: DRDO, PPP and Defence Corridors | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to India's Defence Industrial Base. Credit 1**

- Evolution of India's defence production ecosystem.
- Key institutions: Ministry of Defence (MoD), DPSUs, OFBs and transition to corporatisation.

- Indigenous vs. imported defence production – the dependency dilemma.
- Defence Production Policy & Atmanirbhar Bharat in Defence.

**Unit II Defence Research and Development Organisation (DRDO) Credit 1**

- Origin, structure, objectives and mandate of DRDO.
- Major laboratories, projects and achievements (Missile programmes, EW systems, UAVs, AI, etc.)
- Collaboration with armed forces, academia and industries.
- Key failures, delays and criticisms of DRDO programmes.
- Comparative perspective: US DARPA, Russia's Rostec, Israel's Rafael.

**Unit III Public–Private Partnership (PPP) in Defence Production. Credit 1**

- Concept, models and rationale for PPP in defence.
- Private sector entry post-2001 reforms in India's defence sector.
- Role of Indian private industries (Tata, Mahindra, L&T, Bharat Forge, Adani Defence)
- FDI, technology transfer and strategic partnerships with foreign firms.
- Case Studies:
    - Development of artillery systems (e.g., Dhanush, ATAGS)
    - Naval shipbuilding projects
    - Aerospace sector PPPs (HAL-private tie-ups)
- Challenges in PPP: bureaucracy, procurement hurdles, cost overruns.

**Unit IV Defence Corridors in India and Global Comparisons. Credit 1**

- Concept and strategic rationale of defence corridors.
- The Uttar Pradesh and Tamil Nadu Defence Corridors: vision, investments, challenges, achievements.
- Defence corridors as innovation hubs: MSMEs, start-ups and R&D clusters.
- Comparative study: Global defence corridors (e.g., US defence hubs, UK's defence clusters, Israel's innovation ecosystem)
- Future roadmap for India: balancing security, economy and geopolitics.

**Essential/Recommended Readings/Texts:**

1. Menon, Raja. (2000). *A Nuclear Strategy for India*. New Delhi: Sage Publications. (Chapters on Indian defence R&D)
2. Cowshish, Amit. (2016). *Defence Budgeting and Planning in India*. New Delhi: Pentagon Press.
3. Government of India. (2018). *Defence Production Policy 2018*. New Delhi: Ministry of Defence.
4. Lele, Ajey, ed. (2019). *Disruptive Technologies for the Militaries and Security*. Cham: Springer.

5. Behera, Laxman Kumar. (2020). *India's Defence Economy: Production, Procurement and Defence Industrial Base*. London: Routledge.
6. Defence Research and Development Organisation (DRDO). *Annual Reports*. Latest editions.

**Additional Readings:**

1. Ghosh, S. K. (1983). *Defence Production in India*. New Delhi: Minerva. (Historical perspective)
2. Cohen, Stephen P., & Dasgupta, Sunil. (2010). *Arming without Aiming: India's Military Modernization*. Washington, DC: Brookings Institution Press.
3. Behera, Laxman Kumar, ed. (2018). *Defence Reform in India: Issues and Perspectives*. New Delhi: Pentagon Press.
4. Institute for Defence Studies and Analyses (IDSA). (2021). *Defence Corridors: Catalysing Atmanirbharta*. Occasional Paper.
5. Fleurant, Aude, et al. (2024) *SIPRI Yearbook: Armaments, Disarmament and International Security. Latest editions.* Stockholm: Stockholm International Peace Research Institute.
6. RAND Corporation. (2025). *Building India's Defence Industrial Base. Policy briefs.*
7. KPMG & Confederation of Indian Industry (CII). *Reports on Defence Manufacturing in India.*

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Workshop participation on DRDO technologies or defence-industry PPP models.
2. Writing assignments analysing specific DRDO projects or PPP case studies.
3. Short video/documentary explaining a Defence Corridor initiative (UP or TN).
4. Simulation/role-play of a defence acquisition committee evaluating a PPP proposal.
5. Presentation of case studies on defence corridors worldwide (Israel, US, UK).
6. Policy brief writing exercise on reforms needed in India's defence-industrial base.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

# SEMESTER – 8
## Major 4.6: Marāṭhā Defence Strategies: Budhabhūṣaṇa and Śivabhāratam

**Course Objectives:**

1. To offer a comprehensive understanding of marāṭhā military and political responses to regional and imperial threats.
2. To explore Budhabhūṣaṇa and Śivabhāratam as central texts revealing the evolution of marāṭhā ideology, statecraft and martial ethics.
3. To interpret the integration of classical Sanskrit literary forms in the expression of practical strategy and royal authority.
4. To analyze the development of distinct marāṭhā defence tools, including fortification, intelligence, sea power and unconventional warfare.
5. To position marāṭhā strategic innovations within a broader comparative framework of Indian and early modern military thought.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Demonstrate knowledge of the historical background of marāṭhā–Mughal conflicts.
2. Critically analyze Budhabhūṣaṇa and Śivabhāratam as texts reflecting marāṭhā ideology.
3. Identify and explain the defence strategies (forts, guerrilla warfare, naval strength, diplomacy) articulated in these works.
4. Interpret how classical Sanskrit idioms were employed to legitimize and glorify Marāṭhā rule.
5. Compare Marāṭhā strategies with other Indian traditions of political thought and military practices.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 4.6 | Marāṭhā Defence Strategies: Budhabhūṣaṇa and Śivabhāratam | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Marāṭhā Power and Literary Expression. Credit 1**

- Emergence and consolidation of Marāṭhā sovereignty under Śivājī and successors.
- Regional geopolitics: Mughal, Deccan Sultanate and European powers.

- Intellectual context: Sanskrit political literature, kavya tradition and their transformation under Marāṭhā rule.
- Authorship, historical background and reception of Śivabhāratam and Budhabhūṣaṇa.

**Unit II Śivabhāratam—Constructing Kingship and the Just War Ethos. Credit 1**

- Narrative structure and poetic strategies of Śivabhāratam.
- Depiction of Śivājī's character, legitimacy and the politics of dharma.
- Detailed study of righteous war, fortification systems and mobilization of populace.
- Examination of key metaphors and motifs serving statecraft and ideological messaging.

**Unit III Budhabhūṣaṇa—Manual of Political Realism and Tactical Ingenuity. Credit 1**

- Genre and authorship debates surrounding Budhabhūṣaṇa.
- Conceptualization of rājadharma (king's duty) and pragmatic advice for rulers.
- Analysis of tactical doctrines: intelligence networks, guerrilla (Ganimi Kava), siege warfare and logistics.
- Insights into Marāṭhā diplomatic protocol, alliance management and responses to shifting power dynamics.

**Unit IV Comparative Analysis and Enduring Legacy. Credit 1**

- Cross-reading of Śivabhāratam and Budhabhūṣaṇa: convergences and contrasts.
- Engagement with pre-existing political treatises (notably Arthaśāstra and classical niti texts).
- Tracing the influence of Marāṭhā strategy on later Indian military developments.
- Modern commemorations and reinterpretations of Marāṭhā martial heritage in literature and historiography.

**Essential/Recommended Readings/Texts:**

1. Ritti, Shreenivas. (1976). *The Military System of the Marathas.* Dharwad: Karnatak University.
2. Gordon, Stewart. (1993). *The Marathas 1600–1818.* Cambridge: Cambridge University Press.
3. Kulkarni, Uday S. (2011) *Solstice at Panipat: 1761.* Pune: Mula-Mutha Publishers.
4. Paramananda. *Śivabhāratam.* Critical edition and English translation.
5. Sambhaji Maharaj (attributed). *Budhabhūṣaṇa.* Critical edition and introduction.

**Additional Readings:**

1. Rajwade, A. M. (Ed.). (1913). *Primary sources in Maratha history*. Pune: Bharat Itihas Sanshodhak Mandal.
2. Wink, A. (1986). *Land and sovereignty in India: Agrarian society and politics under the eighteenth-century Maratha svarajya*. Cambridge: Cambridge University Press.
3. Mankodi, K. H. (1990). *Maratha forts: Sentinels of the Deccan*. Mumbai: Maharashtra Information Centre.

4. Recent journal articles on Indian strategic culture, fort architecture and political symbolism (as provided in class).

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

# Major 4.7: Comparative Strategic Thought

**Course Objectives:**

1. To critically compare strategic concepts and principles from Western and Eastern/Oriental traditions.
2. To identify similarities, differences and cross-cultural influences in strategic thought.
3. To apply comparative strategic frameworks to contemporary and future security challenges.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain key points of convergence and divergence between Western and Eastern strategic thinking.
2. Analyse how cultural, philosophical and geopolitical contexts shape strategic approaches.
3. Apply comparative insights to real-world conflicts and strategic planning scenarios.
4. Develop nuanced perspectives on adapting classical thought to modern domains of warfare.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 4.7 | Comparative Strategic Thought | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Comparative Strategic Analysis. Credit 1**

- The concept of comparative strategic thought: purpose, scope and methodology.
- Analytical tools for cross-cultural comparison in strategic studies.
- How philosophy, geography and historical experience influence strategic perspectives.
- Case examples of strategic convergence across traditions.

**Unit II Direct vs. Indirect Approaches. Credit 1**

- Clausewitz's "decisive battle" vs. Sun Tzu's "winning without fighting."
- Liddell Hart's indirect approach and its parallels in Eastern thought.
- Mao Zedong's protracted war vs. Western manoeuvre warfare concepts.
- Application to modern asymmetric and hybrid warfare.

**Unit III Statecraft, Power and Ethics in Strategy. Credit 1**

- Kautilya's Arthaśāstra and Machiavelli's The Prince: similarities and differences in political realism.

- Views on morality and deception in war — Eastern flexibility vs. Western rules-based approaches.
- Comparative perspectives on alliance-building, diplomacy and espionage.
- Soft power and psychological operations in historical and modern contexts.

**Unit IV Maritime, Technological and Future Warfare Perspectives. Credit 1**

- Mahan's sea power theory vs. Eastern maritime traditions (Zheng He, Japanese naval strategy).
- Comparative approaches to technological change in warfare.
- Adaptation of classical principles to cyber, space and autonomous warfare.
- Lessons for 21st-century strategic planning from both traditions.

**Essential/Recommended Readings/Texts:**

1. Clausewitz, Carl von. *On War.* Princeton: Princeton University Press.
2. Kautilya. *Arthashastra.* London: Penguin Classics.
3. Liddell Hart, B. H. *Strategy.* London: Penguin Books.
4. Mahan, Alfred Thayer. *The Influence of Sea Power upon History, 1660–1783.* Mineola, NY: Dover Publications.
5. Sun Tzu. *The Art of War.* Oxford: Oxford University Press.

**Additional Readings:**

1. Collins, Alan. *Contemporary Security Studies.* Oxford: Oxford University Press.
2. Corbett, Julian. *Some Principles of Maritime Strategy.* Annapolis: Naval Institute Press.
3. Gat, Azar. *A History of Military Thought.* Oxford: Oxford University Press.
4. Giap, Vo Nguyen. *People's War, People's Army.* Hanoi: Foreign Languages Publishing House.
5. Machiavelli, Niccolò. *The Prince.* London: Penguin Classics.
6. Mao Zedong. *On Guerrilla Warfare.* Urbana: University of Illinois Press.
7. Murray, Williamson and MacGregor Knox, eds. *The Dynamics of Military Revolution, 1300–2050.* Cambridge: Cambridge University Press.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Comparative analysis essays.
2. Group debates on Western vs. Eastern strategic principles in modern conflicts.
3. Presentations applying both traditions to a historical or hypothetical conflict.
4. Analytical briefs on adapting classical thought to new war domains.
5. Participation in scenario-based strategy simulations.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Major 4.8: India's Coastal and Maritime Security

**Course Objectives:**

1. To Provide students with a comprehensive understanding of India's coastal and maritime security architecture.
2. To Familiarise them with the strategic significance of the Indian Ocean Region (IOR) in terms of geopolitics, economics and security.
3. To Analyse India's maritime threats, both traditional and non-traditional and evaluate India's naval doctrine and capabilities.
4. To Study the role of regional organisations in ensuring maritime security cooperation.
5. To Equip students with analytical tools to assess India's maritime strategy in the context of regional rivalries, great power competition and emerging maritime challenges.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Describe the concept of coastal and maritime security and its significance for India as a peninsular nation.
2. Evaluate the geo-political and geo-strategic dynamics of the Indian Ocean Region.
3. Analyse the economic importance of the IOR, including trade, resources and environmental concerns.
4. Critically assess the role of regional maritime organisations in security cooperation.
5. Identify traditional and non-traditional maritime threats and how India responds to them.
6. Examine India's maritime strategy and naval doctrine, particularly in comparison with China's rise as a maritime power.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 4.8 | India's Coastal and Maritime Security | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I India's Coastal and maritime Security Management.** **Credit 0.5**

- Introduction to Coastal and Maritime Security.
- Maritime Boundaries and Territorial Waters.
- Coastal Zone Management.
- Maritime Surveillance and Reconnaissance.

**Unit II Geo-Political and Geo-Strategic Significance of the Indian Ocean Region. Credit 1**

- Understanding Maritime Geography.
- Indian Ocean as a Strategic Region.
- Geography and Geopolitics of India's Maritime Borders.
- Geopolitical Challenges in the Indian Ocean Region.
- Geopolitical Rivalries and Alliances in the Region.

**Unit III Economic Significance of Indian Ocean Region. Credit 0.5**

- Economic Interdependence of the Region.
- Maritime Trade and Economic Activities.
- Indian Ocean Resources and Environmental Concerns.

**Unit IV Regional Organisations and their Role in Ensuring Maritime Security. Credit 1**

- The Indian Ocean Rim Association for Regional Cooperation (IOR-ARC)
- The Indian Ocean Naval Symposium (IONS)
- The ASEAN Regional Forum (ARF)
- Indian Ocean Commission (COI)
- Bay of Bengal Initiative for Multi-sectoral, Technical and Economic Cooperation (BIMSTEC)
- East African Community (EAC)

**Unit V India's threat perceptions in the Indian Ocean. Credit 0.5**

- Traditional Maritime Threats.
- Non- Traditional Maritime Threats.

**Unit VI India's Maritime strategy and Naval Capabilities. Credit 0.5**

- India's Naval Doctrine.
- Role of the Indian Navy in regional and global security.
- Comparative analysis of India and China.

**Essential/Recommended Readings/Texts:**

1. Panikkar, K. M. (1951). *India and the Indian Ocean*. London: Allen & Unwin.
2. Mishra, R. N. (1986). *Indian Ocean and India's security*. New Delhi: Mittal Publications.
3. Chaudhury, R. R. (1995). *Sea power and Indian security*. London: Brassey's.
4. Raja Mohan, C. (1998). *Maritime strategy and continental wars*. London: Routledge.
5. Chaudhury, R. R. (2000). *India's maritime security*. New Delhi: Knowledge World.
6. Bhaskar, C. U., & Agnihotri, K. K. (2011). *Security challenges along the Indian Ocean littoral: Indian and US perspectives*. New Delhi: National Maritime Foundation.

**Additional Readings:**

1. Sharma, R. C., & Sinha, P. C. (1994). *India's ocean policy*. Columbia, MO: South Asia Books.

2. Naidu, G. V. C. (2000). *Indian Navy and Southeast Asia*. New Delhi: Institute for Defence Studies and Analyses.
3. Vohra, R., & Ghosh, P. K. (2008). *China and the Indian Ocean region*. New Delhi: National Maritime Foundation.
4. Holmes, J. R., & Yoshihara, T. (2009). *Indian naval strategy in the twenty-first century*. London: Routledge.
5. Kaplan, R. D. (2010). *Monsoon: The Indian Ocean and the future of American power*. New York: Random House.
6. Scott, D. (2011). *The Indian Ocean and US grand strategy: Ensuring access and influence*. London: Routledge.
7. Brewster, D. (2012). *India as an Asia Pacific power: The lodestar of the Indian Ocean*. London: Routledge.
8. Till, G. (2013). *Seapower: A guide for the twenty-first century*. London: Routledge.
9. Sridharan, K. (2016). *The Indo-Pacific theatre: Emerging strategic challenges*. New Delhi: Pentagon Press.
10. Vohra, R., & Ghosh, P. K. *Freedom of the seas: A contemporary outlook*. New Delhi: National Maritime Foundation.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Participation in workshops/seminars on maritime security, coastal policing, or naval strategy.
2. Writing assignments on specific maritime challenges (e.g., piracy in the Gulf of Aden, 26/11 and coastal security gaps).
3. Producing short videos/documentaries on India's naval capabilities or maritime exercises.
4. Simulation exercises/war games on maritime threat response and naval operations.
5. Presentation of a case study (e.g., 26/11 Mumbai Attacks, Malacca Strait security, India-China naval rivalry).
6. Policy brief writing on strengthening India's maritime strategy or defence diplomacy in the IOR.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Major 4.9: Classical Sanskrit Literature: Defence Perspectives - II

**Course Objectives:**

1. To examine defense, law and statecraft in Dharmasūtras and Smṛti texts.
2. To study the principles of Rājadharma (duties of kings) and their role in protection and defense.
3. To understand war ethics, punishment, espionage and defense administration in Dharma literature.
4. To explore the relevance of these ideas in modern defense and governance studies.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Interpret defense-related concepts in Dharmasūtras and Smṛtis.
2. Identify models of kingship, justice and protection in Dharma literature.
3. Analyze warfare ethics, espionage and punishment systems in Smṛtis.
4. Apply Sanskrit textual knowledge to the study of geopolitics, diplomacy and state security.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Major 4.9 | Classical Sanskrit Literature: Defence Perspectives - II | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Defense Foundations in Dharmasūtras. Credit 1**

- Overview of Dharmasūtra literature (Āpastamba, Gautama, Baudhāyana, Vasiṣṭha).
- Duties of kings (rājadharma), maintenance of order and protection of subjects.
- Defense organization: forts, armies, taxation and treasury.
- Ethical framework for justice and defense.

**Unit II Rājadharma and Defense in Manusmṛti (7th and 8th chapters) Credit 1**

- King as protector of Dharma.
- Organization of the army.
- War conduct, ethics and duties of warriors.
- Punishments for treason, theft and espionage.

**Unit III Defense in Yājñavalkya and Nārada Smṛti. Credit 1**

- Yājñavalkya Smṛti:
  - Duties of king (1st Chapter)
  - Judicial and administrative defense (2nd Chapter)
- Nārada Smṛti:
  - State protection and authority (1st Chapter)
  - Defense of property and borders (10th Chapter)
  - Punishment of betrayal/treason (saṁvid-vyatikramaḥ) (18th Chapter)

**Unit IV Ethics of Warfare and Contemporary Relevance. Credit 1**

- Dharma-yuddha vs. Kuta-yuddha (Manusmriti 7th, Yajnavalkysmriti 8th)
- Protection of civilians, treatment of prisoners (Manusmriti 8th)
- Comparative study of Dharmasūtra and Smṛti-based defense codes.

**Essential/Recommended Readings/Texts:**

1. ठाकुर, लक्ष्मीदत्त, (1965), *प्रमुख स्मृतियों का अध्ययन*, लखनऊ : हिन्दी समिति सूचना विभाग।
2. हरगोविन्दशास्त्री (व्याख्याकार), (1992), *मनुस्मृतिः (श्री कुल्लुकभट्ट टीका सहित)*, वाराणसी : चौखम्बा संस्कृत संस्थान।
3. पाण्डेय, उमेशचन्द्र, (1994), *याज्ञवल्क्यस्मृतिः*, वाराणसी : चौखम्बा संस्कृत संस्थान।
4. स्वांई, ब्रजकिशोर, (2017), *नारदस्मृतिः*, वाराणसी : चौखम्बा संस्कृत संस्थान।

**Additional Readings:**

1. Bühler, G. (Trans.). (1879). *The laws of Manu (Manusmṛti)*. In F. Max Müller (Ed.), *Sacred books of the East* (Vol. 25). Oxford: Clarendon Press.
2. The Āpastamba Dharmasūtra. (1879). In F. Max Müller (Ed.), *Sacred books of the East* (Vol. 2). Oxford: Clarendon Press.
3. The minor law-books: Baudhāyana and Gautama Dharmasūtras. (1880). In F. Max Müller (Ed.), *Sacred books of the East* (Vol. 14). Oxford: Clarendon Press.
4. Jolly, J. (Trans.). (1889). *The institutes of Vishnu and the institutes of Nārada*. In Max Müller (Ed.), *Sacred books of the East* (Vol. 33). Oxford: Clarendon Press.
5. Keith, A. B. (1941). *History of classical Sanskrit literature*. Delhi: Motilal Banarsidass. (Reprint).
6. Kane, P. V. (1962). *Yājñavalkyasmṛti with the Mitākṣarā commentary of Vijñāneśvara*. Poona: Bhandarkar Oriental Research Institute.
7. Olivelle, P. (1999). *Dharmasūtras: The law codes of Āpastamba, Gautama, Baudhāyana and Vasiṣṭha*. Oxford: Oxford University Press.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Participation in the Group Presentations.
2. Surprise Quiz

3. Assignment
4. Discussion on topics of the Smriti related to human life and society
5. Presentation of the topic in the Vagvardhini Parishad.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

# Major 4.10: Ancient Indian Psychology

**Course Objectives:**

1. To enable students to have a general understanding of ancient Indian psychological theories and ideas.
2. To impart knowledge of human faculties of cognition and emotions as reflected in Indian thought systems.
3. To make students familiar with psychologically significant classical texts and thinkers.
4. To make students aware with practical and applied aspect of psychological thoughts.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Be able to explain the general features of ancient Indian psychology.
2. Be familiar to explain the prominent texts and thinkers who contributed to ancient Indian psychological thought.
3. Be able to denote the psychological aspects of Pātañjala Yoga.
4. Be able to appreciate the relevance of ancient Indian psychological thought in promoting mental health and well-being.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.10 | Ancient Indian Psychology | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Vedic Psychology.** **Credit 1**

- Paṅcakośa: Five Sheats of Human-Self.
- Personality-types: Dhīra and Mūdha.

**Unit II Nyāya Theory of Perception.** **Credit 1**

- Definition and mental process of perception (Pratyakṣa)
- Determinate and indeterminate perception.

**Unit III Yoga psychology.** **Credit 1**

- Mind and its modifications (Citta and Cittavṛtti)
- Five Types of Cittavṛtti.
- Dhyāna as a way to mental health and well-being.

**Unit IV Idea of emotions in Bharata Muni's Nātyaśāstra. Credit 1**

- Types of emotions (bhāvas) and their transformation in Rasas.

**Essential/Recommended Readings/Texts:**


1. शर्मा रामनाथ, शर्मा रचना (2004), भारतीय मनोविज्ञान, अटलांटिक पब्लिशर्स एंड डिस्ट्रीब्यूटर्स प्राइवेट लिमिटेड, दिल्ली।
2. द्रविड़ नारायण शास्त्री, चौरसिया राजेश कुमार, (2007), भारतीय मनोविज्ञान, विश्वविद्यालय प्रकाशन, वाराणसी : उत्तरप्रदेश।
3. Radhakrishnan, S., (2008), *Indian Philosophy (Vols. I–II)*, Delhi: Oxford University Press.
4. Rao, K. R., Paranjpe, A. C., Dalal, A. K. (Eds.), (2008), *Handbook to Indian Psychology*, Cambridge: Cambridge University Press.
5. Sharma, Chandradhar, (2013), *भारतीयदर्शनम् - आलोचनम् अनुशीलनञ्च*, वाराणसी : मोतीलालबनारसीदासः।
6. Bilimoria, P., Wenta, A. (Eds.), (2015), *Emotions in Indian Thought-systems*, London: Routledge Publications.
7. Sinha, J., (2017), *Indian Psychology (3 vols)*, Delhi: Motilal Banarsidass.
8. पाठकः, आर०सी०, (2020), *भारतीयमनोविज्ञानम्*, दिल्ली : राधापब्लिकेशन्स्।
9. Abhedananda, Swami, *Yoga Psychology*, Kolkata: Vedanta Math.
10. स्वामी विवेकानन्दः, *राजयोगः*, नागपुरम् : श्रीरामकृष्णाश्रमः।

# SECOND YEAR: MINOR PAPERS

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

## Minor 2.A.1: Fundamentals of Indian Philosophy

**Course Objectives:**

1. To introduce the fundamental principles of the Indian philosophical tradition, including its core concepts and aims.
2. To provide textual inputs illustrating the classification and characteristics of various Indian philosophical schools.
3. To familiarize learners with the fundamental issues and debates within Indian philosophy.
4. To explain the core tenets of the heterodox (Nāstika) schools of Indian philosophy, focusing on their foundational doctrines.
5. To highlight the prominent principles of the orthodox (Āstika) schools, with special emphasis on their epistemological, metaphysical and axiological frameworks.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Describe the importance and contribution of philosophy (darśana) in the Indian context.
2. Be able to differentiate between the two traditions of Indian philosophy with reasons.
3. Discuss the fundamental concepts of Indian philosophy, especially epistemology (pramāṇamīmāṃsā).
4. Be able to describe Brahman, Ātman, Padārtha, Karma, Rebirth (punarjanma), Liberation (mokṣa), etc., from an atheistic (nāstika) perspective.
5. Be able to differentiate between the two traditions of Indian philosophy with reasons.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 2.A.1 | Fundamentals of Indian Philosophy | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Fundamentals of Philosophy.** **Credit 1**

- **Darśana** –
  - Concept and Aims.
  - Classification of Indian Philosophical schools.
  - Fundamental issues in Indian Philosophy-Epistemology: Pramanas

**Unit II Metaphysics.** **Credit 1**

- Satkaryavada.
- Asatkaryavada.
- Parinamavada.

- Vivartavada.
- Svabhavavada.
- Consciousness and matter.
- Theories of Self Ethics:
    - Karma Theory
    - Punarjanma Theory
- Liberation.

**Unit III Schools of Indian Philosophy.** **Credit 1**

- Heterodox Schools –
    - **Cārvāka** –
        - General introduction with emphasis on Challenge to Veda
        - Rejection of Transcendental Entities
        - Ethics
    - **Jainism –**
        - General Introduction with emphasis on Anekantavāda
        - Syadvāda
        - Saptabhanginyaya
    - **Buddhism** –
        - General introduction with emphasis on Four Noble Truths.

**Unit IV Orthodox Schools.** **Credit 1**

- **Samkhya -**
    - General Introduction with emphasis on Prakṛti
    - Three Gunas & Puruṣa (Based on Samkhyakärikā)
- **Yoga** –
    - Eight-fold path of Yoga.
- **Nyaya Vaisesika** -
    - General Introduction to Seven Padarathas (overview only) Mimamsa - Svatah Prāmāṇyavāda.
- **Advaita Vedanta** -
    - General Introduction with emphasis on Brahman, Māyā, Jīva and Jagat.

**Essential/Recommended Readings/Texts:**

1. Shastri, K. (1951). *A primer of Indian logic.*
2. Hiriyanna, M. (1956). *Outline of Indian philosophy* (Also available in Hindi translation). London.

3. Pandey, R. C. (1966). *Panorama of Indian philosophy* (Also available in Hindi). Delhi: Motilal Banarsidass.
4. Chatterjee, S. C., & Datta, D. M. (1968). *Introduction to Indian philosophy.* Calcutta: Calcutta University.
5. Raja, K. (1974). *Some fundamental problems in Indian philosophy.* Delhi: Motilal Banarsidass.
6. Bhartiya, M. (1975). *Causation in Indian philosophy.* Ghaziabad.
7. Rishi, U. S. (Ed.). (1984). *Sarva-darśana-saṃgraha.* Varanasi: Chowkhamba Vidyabhawan.
8. Bhartiya, M. (1999). *Bharatiya Darśana kī pramukha samasyaem.* Ghaziabad.
9. मिश्र, प. (2013). *तर्कसंग्रह तन्वी व्याख्या.* दिल्ली : परिमल पब्लिकेशन्स।
10. मिश्र, प. (2019). *चार्वाक.* दिल्ली : शिवालिक प्रकाशन।
11. शर्मा, च. *भारतीय दर्शन.* दिल्ली : मोतीलाल बनारसीदास।

**Additional Readings:**

1. Shastri, Kuppuswami. (1951). *A primer of Indian logic (only introduction).*
2. Hiriyanna, M. (1956). *Outline of Indian philosophy (also Hindi translation).* London.
3. Pandey, Ram Chandra. (1966). *Panorama of Indian philosophy (also Hindi version).* Delhi: M.L.B.D.
4. Chatterjee, S. C. (1968). *The Nyāya theory of knowledge.* Calcutta.
5. Raja, Kuhnan. (1974). *Some fundamental problems in Indian philosophy.* Delhi: MLBD.
6. Bhartiya, Mahesh. (1975). *Causation in Indian philosophy.* Ghaziabad.
7. Radhakrishnan, S. (1990). *Indian philosophy.* Delhi: Oxford University Press.

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

# Minor 2.A.2: Military Psychology and Leadership

**Course Objectives:**

1. Introduce students to the concepts, theories and principles of military leadership in war and peace.
2. Explore the role of psychological factors—motivation, morale, discipline and stress—in shaping soldier behaviour and performance.
3. Examine the man-management dimension in armed forces, highlighting challenges in modern warfare.
4. Understand the scope and application of military psychology, including psychological warfare and the gendered dimensions of conflict.
5. Critically assess the leadership styles and personalities of both Western and Indian military leaders for comparative learning.
6. Provide practical insights into leadership under stress, enabling students to link theory with field realities.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Define and explain the principles and theories of military leadership.
2. Analyse the psychological foundations of leadership, morale and discipline in military life.
3. Analyse the unique challenges of military leadership compared to civil leadership.
4. Evaluate the role of psychology in warfighting, including perception management and stress responses.
5. Develop a nuanced understanding of leadership through case studies of prominent Western and Indian military leaders.
6. Apply the concepts of military psychology and leadership in simulations, case studies and problem-solving exercises.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Minor 2.A.2 | Military Psychology and Leadership | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Military Leadership.** **Credit 0.5**

- Meaning and Definition.

- Theories of Military Leadership.
- Principles of Military Leadership.

**Unit II Traits & Principles of Military Leadership.** **Credit 0.5**

- Motivation and Morale Factors in the Armed Forces.
- Significance and its Role during War and Peace.
- Difference between Civil and Military Leadership.

**Unit III Man Management.** **Credit 0.5**

- Meaning and Concepts.
- Significance of Man Management in Armed Conflicts.
- Man vs Machinery.

**Unit IV Military Psychology.** **Credit 1**

- Military Psychology- Definition and Scope.
- Use of Psychology in Armed Forces.
- Yerkes Approach.
- Gender and War: Impact of war on Women.

**Unit V Personality Study: Western Military Leaders.** **Credit 0.5**

- Napoleon Bonaparte.
- Field Marshal Bill Slim.
- General Moshe Dayan.
- Field Marshal Erwin Rommel.

**Unit VI Personality Study: Indian Military Leaders.** **Credit 1**

- Chhatrapati Shivaji Maharaj.
- Field Marshal K.M. Cariappa.
- Field Marshal Sam Hormusji Framji Jamshedji Manekshaw.

**Essential/Recommended Readings/Texts:**

1. Department of the Army. (1961). *FM 22-100. Department of the Army field manual: Military leadership*. Washington, DC: Department of the Army.
2. Connelly, M. (2002). *On war and leadership: The words of combat commanders from Frederick the Great to Norman Schwarzkopf*. Princeton, NJ: Princeton University Press.
3. Messenger, C. (2009). *Rommel: Leadership lessons from the Desert Fox*. New York: St. Martin's Press.
4. Baillergeon, F. (2015). *Field Marshal William Slim and the power of leadership*. Verdun: Verdun Press.
5. Maheshwari, N. (2016). *Military psychology: Concepts, trends and interventions*. New Delhi: Sage Publications India.

6. Nester, W. (2021). *Napoleon and the art of leadership: How a flawed genius changed the history of Europe and the world*. Barnsley: Frontline Books.

**Additional Readings:**

1. Linebarger, P. M. A. (1954). *Psychological warfare*. Washington, DC: Combat Press.
2. Copeland, N. (1967). *Psychology and the soldier*. Dehradun: English Book Depot.
3. Hasnain, Q. (1967). *Psychology for the fighting man*. Dehradun: English Book Depot.
4. Raj Narain. (1979). *Military psychology*. Agra: National Psychological Corporation.
5. Chibber, M. L. (1986). *Military leadership to prevent military coup*. New Delhi: Lancer International.
6. Wong, L. (2004). *Developing adaptive leaders: The crucible experience of Operation Iraqi Freedom*. Carlisle, PA: U.S. Army War College.
7. Murray, W., & Millett, A. R. (2010). *Military effectiveness* (Vols. 1–3). Cambridge: Cambridge University Press.
8. Yukl, G. (2013). *Leadership in organizations* (8th ed.). Harlow: Pearson.
9. Broaddus, M., & McCollum, B. (2013). Leader imposed stress. *Small Wars Journal*.
10. Sjoberg, L. (2014). *Gender, war and conflict*. Cambridge: Polity Press.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Participation in workshops on leadership training, military stress management, or defence psychology.
2. Writing assignments on specific military leaders, leadership theories, or psychological concepts in war.
3. Producing short videos/documentaries explaining a leadership principle or military psychology case study.
4. Participation in simulation exercises or war games, focusing on decision-making and leadership under stress.
5. Presentation of a case study (e.g., Napoleon at Austerlitz, Bill Slim in Burma, Manekshaw in 1971 war).
6. Book/film reviews of military leadership works or documentaries (e.g., Band of Brothers, Sam Bahadur).

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

## Minor 2.A.3: Introduction to Smṛti Literature: Defense Perspectives

**Course Objectives:**

1. To understand the place of Smṛti literature within the broader Sanskrit Śāstric tradition, with emphasis on defense, security and state protection.
2. To identify and interpret Smṛti passages only related to Rājadharma, Daṇḍanīti, military organization and security administration in Manusmriti.
3. To analyze the prescriptions in Smṛti texts on warfare ethics, fortification, intelligence gathering and economic foundations of defense.
4. To apply Smṛti concepts to modern contexts of defense policy, border security and strategic diplomacy.
5. Critically evaluate the integration of Dharma and Artha in the framework of ancient Indian strategic thought.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the role of Manusmṛti, Yājñavalkyasmṛti, Nāradasmṛti, Śukranīti in prescribing defense policies and administrative protocols only.
2. Summarize key Smṛti chapters dealing with military organization, fortification, border protection, espionage and maritime security.
3. Map Smṛti-based defense prescriptions to contemporary strategic principles (e.g., border security, counter-intelligence, rules of engagement).
4. Interpret Sanskrit verses in context and translate them into actionable defense policies for case studies.
5. Value the integration of cultural, economic and military aspects in sustaining state security.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Minor 2.A.3 | Introduction to Smṛiti Literature: Defense Perspectives) | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Brief Introduction of Smriti Literature.** **Credit 1**

- Definition, authority and place in Dharmashāstra tradition.
- Difference between Smriti Literature and Dharmasastra.

- Some Famous Smriti Literature and Author- Manu, Yājñavalkya, Narada, Shukracharya.

**Unit II Foundations of State Defense in Smṛtis. Credit 1**

- King, Rakṣaṇa-dharma (Manusmṛti 7.1–7.35, Yājñavalkyasmṛti 1.311–1.320)
- Daṇḍanīti (Manusmṛti 7.103–7.203, Śukranīti 1.1–1.40)
- Defense within the puruṣārtha framework (Śukranīti 4.261–4.300, Manusmṛti 9.253–9.258)
- Senā-vyavasthā (Military Organization) (Śukranīti 4.1–4.100, Manusmṛti 7.182–7.193)
- War Ethics (Yuddha-Dharma) (Manusmṛti 7.90–7.99)

**Unit III Economic and Maritime Defense. Credit 1**

- Policy for Defense (Manusmṛti 7.130–7.140, Śukranīti 3.1–3.45)
- Logistics and Supply Lines (Śukranīti 4.211–4.240)
- Maritime Security and Naval Defense (Śukranīti 4.241–4.260)

**Unit IV Diplomacy and Alliances. Credit 1**

- Diplomatic Alliances and Treaties (Nāradasmṛti Ch. 14–15)
- Espionage (Śukranīti 4.181–4.210)
- Defense Against Banditry and Border Raids (Manusmṛti 8.348–8.363, Yājñavalkyasmṛti 1.368–1.374

**Essential/Recommended Readings/Texts:**


1. Swāṃī, Brajkishor. *Nāradasmṛtiḥ.* Varanasi: Chaukhamba Sanskrit Sansthan, 2017.
2. Hargovindashastri, Vyākhyākāra. *Manusmṛtiḥ (Śrī Kullukabhatt Ṭīkā Sahit).* Varanasi: Chaukhamba Sanskrit Sansthan, 1992.
3. Pāṇḍey, Umeshchandra. *Yājñavalkyasmṛtiḥ.* Varanasi: Chaukhamba Sanskrit Sansthan, 1994.
4. Thakur, Lakshmīdatt. *Pramukh Smṛtiyon Ka Adhyayan.* Lucknow: Hindi Samiti, 1965.
5. Bühler, Georg, trans. *The Laws of Manu (Mānava-Dharmashāstra).* Vol. 25, *Sacred Books of the East.* Delhi: Motilal Banarsidass, 2001.
6. Ghosh, M., trans. *Yājñavalkya Smṛti with English Translation.* Delhi: Easter Book Linkers, 1992.
7. Sarkar, B. K., trans. *Śukranīti.* Varanasi: Chaukhamba Sanskrit Pratishthan, 1999.
8. Kane, P. V. *History of Dharmashāstra.* Vols. 1–5. Poona: Bhandarkar Oriental Research Institute, 1930–1962.
9. Lingat, Robert. *The Classical Law of India.* Translated by J. D. M. Derrett. Berkeley: University of California Press, 1973.
10. Olivelle, Patrick. *Manu's Code of Law: A Critical Edition and Translation.* Oxford: Oxford University Press, 2005.

**Additional Readings:**


1. Yājñavalkya. (1918). *Yājñavalkya Smṛti* (S. C. Vidyābhūṣaṇa, Ed. & Trans.). Calcutta: Calcutta Oriental Series.
2. Kane, P. V. (1930–1962). *History of Dharmaśāstra (Ancient and mediaeval religious and civil law in India)* (Vols. 1–5). Poona: Bhandarkar Oriental Research Institute.
3. Lingat, R. (1973). *The classical law of India* (J. D. M. Derrett, Trans.). Berkeley: University of California Press.
4. Olivelle, P. (Trans.). (2000). *Dharmasūtras: The law codes of Āpastamba, Gautama, Baudhāyana and Vasiṣṭha*. Delhi: Motilal Banarsidass.
5. Olivelle, P. (2005). *Manu's code of law: A critical edition and translation of the Mānava-Dharmaśāstra*. New York: Oxford University Press.
6. Rocher, L. (2008). *Studies in Hindu law and Dharmaśāstra*. Delhi: Anthem Press.
7. Olivelle, P. (2019). *A Dharma reader: Classical Indian law*. New York: Columbia University Press.


**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Preparation of Assignment
2. Preparation for Individual Presentations
3. Participation in debate practices.
4. Surprise Essay writing tests on the topics of smritis.
5. Presentation of the topic in the Vagvardhini Parishad.

**Difficulty Level 200-299**

**Credits - 4**
**Hours - 60**

## Minor 2.A.4: Humanitarian Law, Human Rights and Intervention

**Course Objectives:**

1. To Introduce students to the principles and frameworks of Human Rights (HR) and International Humanitarian Law (IHL) in the context of armed conflict and peace.
2. To Explore the legal, ethical and political dimensions of humanitarian intervention and Responsibility to Protect (R2P).
3. To Provide insights into the role of international institutions, states and non-state actors in upholding humanitarian law.
4. To Develop a critical understanding of the challenges of human rights implementation in diverse cultural, legal and political contexts.
5. To Analyse gender dimensions in human rights and humanitarian law, with emphasis on conflict-related violence and justice.
6. To Examine India's approach to human rights and humanitarian law through its constitutional and institutional frameworks.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the core concepts and scope of HR and IHL.
2. Assess the relationship between HR, IHL and humanitarian intervention in global politics.
3. Analyse case studies of IHL violations and interventions, evaluating their successes and failures.
4. Explain the role of international and regional institutions in human rights protection.
5. Critically assess the gendered dimensions of conflict, humanitarian law and human rights.
6. Evaluate India's contribution and challenges in upholding human rights both domestically and internationally.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Minor 2.A.4 | Humanitarian Law, Human Rights and Intervention | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Human Rights and Humanitarian Law. Credit 0.5**

- Human Rights: Definition and scope.
- Overview of Humanitarian Law and its historical development.
- The relationship between Human Rights and Humanitarian Law.
- Human rights abuses in conflict situations: Causes and consequences.
- Ideas of discrimination, human duties and minorities.

**Unit II International Human Rights Law (IHRL) Credit 0.5)**

- The UN Charter, Universal Declaration of Human Rights (UDHR) and major human rights treaties.
- Civil, political, economic, social and cultural rights.
- Policies on refugee and asylum.
- Regional human rights systems and their contribution to global human rights protection.
- Challenges and controversies in implementing IHRL in diverse cultural contexts.

**Unit III International Humanitarian Law (IHL) Credit 1**

- Fundamental principles of IHL: Distinction, proportionality and military necessity.
- Geneva Conventions: Protection of Hors De Combat, civilians, prisoners of war and other vulnerable groups.
- The role of the International Committee of the Red Cross (ICRC) in promoting and enforcing IHL.
- Case studies of IHL violations and their implications for human rights.

**Unit IV Humanitarian Intervention. Credit 0.5**

- The concept of humanitarian intervention: R2P (Responsibility to Protect) and its evolution
- Historical cases of humanitarian intervention: Successes and failures
- Legality vs. legitimacy of intervention: UN Security Council, state sovereignty and the use of force
- The role of non-state actors and NGOs in humanitarian interventions

**Unit V Gender Justice and International Law. Credit 0.5**

- Gender justice: Meaning, Concepts and Significance.
- United Nations Resolution 1325.
- Gender in International Humanitarian Law.
- Prosecution of gender-based crimes in international law.
- The role of gender in the war on terror.

**Unit VI Human Rights and India Credit 1**

- Indian Constitution and Human Rights: Fundamental Rights, Directive Principles of State Policy and other provisions.
- Impact of UDHR on Human Rights in India.

- Human rights enforcement in India: The Protection of Human Rights Act, 1993, NHRC, SHRC and Human Rights Courts.
- National Commissions for women, children, scheduled castes, scheduled tribes and minorities.

**Essential/Recommended Readings/Texts:**


1. Buergenthal, T. (1995). *International human rights in a nutshell*. St. Paul, MN: West Publishing.
2. Mehta, P. L., & Verma, N. (1999). *Human rights under the Indian Constitution*. New Delhi.
3. Alston, P. (Ed.). (2000). *The United Nations and human rights: A critical appraisal*. Oxford: Oxford University Press.
4. Goldstein, J. (2003). *War and gender: How gender shapes the war system and vice versa*. Cambridge: Cambridge University Press.
5. Aksar, Y. (2004). *Implementing international humanitarian law: From the ad hoc tribunals to a permanent international criminal court*. London: Routledge.
6. Forsythe, D. P. (2006). *Human rights in international relations*. Cambridge: Cambridge University Press.
7. Bellamy, A. J. (2009). *Responsibility to protect: The global effort to end mass atrocities*. Cambridge: Polity Press.
8. Sjoberg, L. (2009). *Gender and international security: Feminist perspectives*. London: Routledge.
9. Cohn, C. (Ed.). (2013). *Women and wars: Contested histories, uncertain futures*. Cambridge: Polity.
10. Das, J. K. (2016). *Human rights law and practice*. Delhi: PHI Learning.
11. Sriram, C. L., Martin-Ortega, O., & Herman, J. (2018). *War, conflict and human rights*. London: Routledge.


**Additional Readings:**


1. Kane, P. V. (1930–1962). *History of Dharmaśāstra (Ancient and mediaeval religious and civil law in India)* (Vols. 1–5). Poona: Bhandarkar Oriental Research Institute.
2. Waldron, J. (Ed.). (1984). *Theories of rights*. Oxford: Oxford University Press.
3. Meron, T. (1989). *Human rights and humanitarian norms as customary law*. Oxford: Clarendon Press.
4. An-Na'im, A. A. (Ed.). (1991). *Human rights in cross-cultural perspectives*. Philadelphia: University of Pennsylvania Press.
5. Brownlie, I. (Ed.). (1992). *Basic documents on human rights*. Oxford: Clarendon Press.
6. Lingat, R. (1973). *The classical law of India* (J. D. M. Derrett, Trans.). Berkeley: University of California Press.
7. Subramanian, S. (1997). *Human rights: International challenges*. Delhi: Manas.
8. Chesterman, S. (2001). *Just war or just peace? Humanitarian intervention and international law*. Oxford: Oxford University Press.
9. Olivelle, P. (2000). *Dharmasūtras: The law codes of Āpastamba, Gautama, Baudhāyana and Vasiṣṭha*. Delhi: Motilal Banarsidass.

10. United Nations. (2004). *A more secure world: Our shared responsibility. Report of the High-Level Panel on Threats, Challenges and Change*. New York: United Nations.
11. Olivelle, P. (2005). *Manu's code of law: A critical edition and translation of the Mānava-Dharmaśāstra*. New York: Oxford University Press.
12. Ratner, S. R., & Abrams, J. (2009). *Accountability for human rights atrocities in international law*. Oxford: Oxford University Press.
13. Donelly, J. (2013). *Universal human rights in theory and practice*. Ithaca, NY: Cornell University Press.
14. Olivelle, P. (2019). *A Dharma reader: Classical Indian law*. New York: Columbia University Press.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Participation in workshops or seminars on human rights, humanitarian law, or international law.
2. Writing assignments on case studies of humanitarian intervention or IHL violations.
3. Producing short explanatory videos on concepts such as R2P, Geneva Conventions, or UNSCR 1325.
4. Simulation exercises or moot courts on humanitarian intervention or IHL application.
5. Presentation of a case study on humanitarian crises (e.g., Syria, Darfur, Rwanda, Sri Lanka).

   Book/film reviews of works or documentaries on humanitarian law and intervention (e.g., Hotel Rwanda, The Whistleblower).

# THIRD YEAR: MINOR PAPERS

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

# Minor 3.A.1: Philosophy of Yoga

**Course Objectives:**

1. To introduce learners to the definition and general principles of the Philosophy of Yoga.
2. To acquaint students with the aims and objectives of Yoga philosophy.
3. To develop awareness about the importance of balance in life and to help learners master both the theoretical and practical aspects of balanced living.
4. To ensure understanding of *Shravana*, *Manana* and *Nididhyasana* as essential tools within Patanjali's Yoga philosophy.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Be able to introduce the Yoga Darśana.
2. Write short notes on śravaṇa, manana and nididhyāsana as important tools in Yoga Darśana.
3. Describe the importance and contribution of abhyāsa and vairāgya in one's own life.
4. Explain the fundamental principles of Aṣṭāṅga Yoga.
5. Enumerate the five external and three internal paths of Pātañjala Yoga for liberation (mokṣa).
6. Acknowledge the role of the five koshas (pañcakośa) as a means for balanced personality development.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| **Minor 3.A.1** | **Philosophy of Yoga** | **04** | **0** | **0** | **04** |

**Details of Course:**

**Unit I** **Credit 1**

- Introduction and History of Yoga Philosophy.
- Psychology of Yoga.
- Method of Self-Presentation: (Bṛhadāraṇyakopaniṣad 2.4.5) (Vedantasara)
  - Śravaṇa (Hearing)
  - Manana (Reflection)
  - Nididhyāsana (Meditation)

**Unit II** **Credit 1**

- Concept of Yoga: (Yogasūtra)
- Restriction of fluctuations by Abhyāsa (Practice) and Vairāgya (Passionlessness)

- Concentration

**Unit III** **Credit 1**

- Aṣṭāṅgayoga (Eight Folds of Yoga)
- Kriyāyoga (Yoga of action)
- Cittaprasādana (Four distinct means of mental purity leading to oneness)

**Unit IV** **Credit 1**

- Pancha Kosha: Theory of Personality (5 Insights of great Indian psychology)
    - Sri Aurovindo's conception of Integral Yoga.

**Essential/Recommended Readings/Texts:**


1. Aranya, H. (1963). *Yoga Philosophy of Patanjali*. University of Calcutta.
2. गीताप्रेस, (1993), *बृहदारण्यकोपनिषद् (सानुवाद शांकरभाष्यसहित)*, गोरखपुर : गीताप्रेस।
3. गीताप्रेस, (1993), *तैत्तिरीयोपनिषद् (सानुवाद शांकरभाष्यसहित)*, गोरखपुर : गीताप्रेस।
4. Dasgupta, S. *A History of Indian Philosophy (Vols. 1–5)*. Motilal Banarsidass.
5. Radhakrishnan, S. *Indian Philosophy (Vols. 1 & 2)*. Oxford University Press.
6. Radhakrishnan, S. *The Principal Upanishads*. HarperCollins Publishers.
7. Aurobindo, S. *The Upanishads: Translations and Commentaries*. Sri Aurobindo Ashram.


**Additional Readings:**


1. Ume, R. E. (1921). *The Thirteen Principal Upanishads*. Oxford: Oxford University Press.
2. Winternitz, M. (1988). *History of Indian Literature (Vol. 1, Part 1)*. Delhi: Motilal Banarsidass.
3. Iyengar, B. K. S. (2021). *Light on the Yoga Sutras of Patanjali*. New York: HarperCollins.
4. Chatterjee, S. C., & Datta, D. M. *An Introduction to Indian Philosophy*. Calcutta: University of Calcutta.
5. Gambhirananda, S. *Eight Upanishads with Commentaries of Shankaracharya*. Kolkata: Advaita Ashrama.
6. Satchidananda, S. *The Yoga Sutras of Patanjali*. Buckingham, VA: Integral Yoga Publications.
7. Bryant, E. F. *The Yoga Sūtras of Patañjali: A New Edition, Translation and Commentary*. New York: North Point Press.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

# Minor 3.A.2: Disaster Management: Humanitarian Assistance and Disaster Relief

**Course Objectives:**

1. Familiarise students with the concepts, scope and approaches of disaster management, including natural and man-made disasters.
2. Examine the policies, institutions and mechanisms of disaster response, recovery and rehabilitation in India and globally.
3. Analyse risk assessment and vulnerability reduction frameworks and their role in disaster mitigation.
4. Explore the role of technology, information systems and early warning mechanisms in modern disaster management.
5. Critically evaluate Humanitarian Assistance and Disaster Relief (HADR) operations conducted by the armed forces, international organisations and NGOs.
6. Enable students to appreciate the civil-military interface in disaster response and its relevance to national security and human security.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Articulate the theories and practices of disaster management.
2. Analyse governmental and non-governmental responses to disasters.
3. Apply risk assessment and vulnerability reduction frameworks to case studies.
4. Evaluate the role of military, international organisations and civil society in disaster management and HADR.
5. Assess the potential and limitations of emerging technologies in disaster preparedness and mitigation.
6. Demonstrate critical thinking by connecting disaster management practices to humanitarian principles and national security.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Minor 3.A.2 | Disaster Management: Humanitarian Assistance and Disaster Relief | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Disaster Management.** **Credit 1**

- Types of disasters: Natural & Man-Made.
- Meaning, Nature, Importance of Disaster Management.
- Dimensions & Scope of Disaster Management.

**Unit II Recovery, Rehabilitation & Reconstruction. Credit 1**

- Rehabilitation, Reconstruction & Recovery: Concept, Meaning & Types.
- Disaster Mitigation.
- Role of different Govt. and Non-Govt. Organizations.

**Unit III Risk Assessment & Vulnerability Analysis. Credit 1**

- Risk Concepts, Elements & Perception of Risk.
- Risk Reduction: Strategies & international Mobilisation.
- Vulnerability: Concept, Observation & Perception.
- Physical and Social Infrastructure for Vulnerability Reduction.

**Unit IV Emerging Trends in Disaster Management. Credit 1**

- Use and Application of Emerging Technologies in Disaster Management.
- Early Warning Systems.
- Dissemination of information in disaster management.

**Essential/Recommended Readings/Texts:**

1. National Centre for Disaster Management. (2001). *Manual on natural disaster management in India*. New Delhi: NCSDM.
2. Sahni, P., Dhameja, A., & Medury, U. (2001). *Disaster mitigation: Experiences and reflections*. Delhi: PHI Learning.
3. Alexander, D. (2002). *Principles of emergency planning and management*. Oxford: Oxford University Press.
4. Sahni, P., & Ariyabandu, M. (2003). *Disaster risk reduction in South Asia*. Delhi: PHI Learning.
5. Government of India, Ministry of Home Affairs. (2004). *Disaster management in India – Country report*. New Delhi: Government of India.
6. UNISDR. (2006). *Developing early warning systems: A checklist*. Geneva: UNISDR.
7. International Federation of Red Cross and Red Crescent Societies. (2008). *Early warning – Early action*. Geneva: IFRC.
8. Kapur, A. (2010). *Vulnerability, risk and disasters in society*. London: Routledge.
9. Shaw, R. (2012). *Community-based disaster risk reduction*. Bingley: Emerald Publishing.
10. Coppola, D. P. (2015). *Introduction to international disaster management*. Amsterdam: Elsevier.

**Additional Readings:**


1. World Health Organisation. (1989). *Coping with natural disaster: The role of local health personnel and the community*. Geneva: WHO.
2. Quarantelli, E. L. (Ed.). (1998). *What is a disaster? Perspectives on the question*. London: Routledge.
3. Parasuraman, S., & Unnikrishnan, P. V. (Eds.). (2000). *India disasters report: Towards a policy initiative*. Oxford: Oxford University Press.
4. Gupta, K. S. (2002). Are women more vulnerable in disasters? *South-Asian.com*.
5. UNDP & GSDMA. (2002). *Coming together: Post-earthquake rehabilitation in Kutch*.
6. Wisner, B., Blaikie, P., Cannon, T., & Davis, I. (2004). *At risk: Natural hazards, people's vulnerability and disasters*. London: Routledge.
7. UNISDR. (2015). *Sendai framework for disaster risk reduction 2015–2030*. United Nations.
8. Kelman, I. (2020). *Disaster by choice: How our actions turn natural hazards into catastrophes*. Oxford: Oxford University Press.
9. National Disaster Management Authority (NDMA). *National disaster management guidelines*. New Delhi: NDMA, latest editions.
10. Vigyan Prasar (DST). *Role of Vigyan Prasar in disaster management through HAM radio*. New Delhi: Vigyan Prasar.


**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Participation in disaster preparedness workshops (mock drills, NDMA/NDRF simulations)
2. Writing assignments on specific disaster events (e.g., Bhopal Gas Tragedy, 2004 Tsunami, Covid-19 Pandemic) focusing on lessons for HADR.
3. Producing short videos/infographics on technologies for disaster risk reduction (GIS mapping, drones, HAM radio, AI).
4. Simulation exercises or role-play (UN humanitarian coordination, armed forces disaster relief operation).
5. Presentation of a case study on community resilience or international disaster response (e.g., Cyclone Nargis, Nepal Earthquake).
6. Review of policy documents or frameworks (Sendai Framework, Hyogo Framework, NDMA Guidelines).
7. Group projects on creating a disaster management plan for a city/region of India.

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

## Minor 3.A.3: Research Methodology for Sanskrit Studies

**Course Objectives:**

1. To introduce the basic concepts and foundational principles of research methodology relevant to Sanskrit studies.
2. To familiarize learners with the research methodologies commonly employed in Sanskrit and broader humanities disciplines.
3. To emphasize the need, importance and scope of primary research methodology within the field of Sanskrit.
4. To acquaint students with essential research procedures, including topic selection, hypothesis formulation, collection of primary materials and effective use of e-resources and research tools.
5. To equip researchers with a clear understanding of the concept, process and steps involved in proper referencing.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Be able to present various research methodologies suitable for Sanskrit studies.
2. Be able to articulate the methods used in determining a research topic.
3. Be able to list various research methodologies employed by Sanskrit scholars for different research streams.
4. Be able to explain the characteristics of the survey method, along with its associated tools and steps.
5. Be able to define the concept of research referencing, its process, types and computer software.
6. Be able to analyze computer tools for converting Devanagari text into IAST and Itrans forms.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Minor 3.A.3 | Research Methodology for Sanskrit Studies | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Theoretical concept of Research.** **Credit 1**

- Introduction, Objectives and Types of Research.
- Outline of Research Work.
- Research Methodologies.

- Topic Selection and Writing Methods.
- Material Collection: Primary and Secondary.
- E-Recourses and Research Tools.

**Unit II Literature Review.** **Credit 1**

- Brief Introduction of Survey.
- Methods of Survey.
- Tools and Techniques of Survey.
- Step of the Survey.

**Unit III Referencing.** **Credit 1**

- What is Referencing?
- Steps of Referencing.
- How to make references?
- Citation and Citation in Text, Various patterns of Citation in Text and Sample.
- Various Software for Referencing.
- Components of referencing:

- Book.
- Dictionary.
- Journal.
- Conference.
- News Paper.
- Magazine.
- Report.
- Government Publications.
- Thesis.
- Dissertation.
- Web Pages.
- Internet Resources.
- Personal Communications. (Written, Oral and email)
- Lectures.
- Video.
- DVD.
- Films etc.

- Introduction of Various Style Sheets of Referencing and detail Introduction of the style for Sanskrit.
- Creation Methods of Reference List and Samples.

**Unit IV Transliteration.** **Credit 1**

- Transliteration Schemes.
- International Alphabet of Sanskrit Transliteration (IAST).
- Indian languages Transliteration (ITRANS).
- Introduction to available computational tools for converting.
- Devanagari Texts to IAST and TTRANS.

**Essential/Recommended Readings/Texts:**


1. शर्मा, डॉ. विनय मोहन, (1967), *शोधप्रविधि,* दिल्ली : नेशनल पब्लिशिंग हाउस।
2. Kothari, C. R. (2004). *Research methodology: Methods and techniques.* New Delhi: New Age International.
3. Yelikar, K. S. (2009). *Essentials of research methodology & dissertation writing (FOGSI).* New Delhi: Jaypee Brothers Medical Publishers.
4. नगेन्द्रः, डॉ., (2010), *अनुसन्धानस्य प्रविधि-प्रक्रिया,* नवदेहली : राष्ट्रिय-संस्कृत-संस्थानम्।
5. द्विवेदी, प्रो. प्रभुनाथ एवं चौबे, डॉ. सुरेशचन्द्र, (2017), *संस्कृत शोध-प्रविधि,* वाराणसी : शारदा संस्कृत संस्थान।
6. मिश्र, प्रो. अभिराज राजेन्द्र एवं मिश्र, डॉ. राजेशकुमारी, (2022), *शोधप्रविधि एवं पाण्डुलिपिविज्ञान,* इलाहाबाद : अक्षयवट प्रकाशन।
7. MakeUse Of. *5 PowerPoint tips to improve presentation skills overnight.* Retrieved from http://www.makeuseof.com/tag/5-powerpoint-tips-improve-presentation-skills-overnight/

8. Subagini. *Effective presentation skills.* Retrieved from https://www.slideshare.net/subagini/effective-presentation-skills-28512891
9. Free PowerPoint Templates. *18 tips to improve presentation skills.* Retrieved from http://www.free-power-point-templates.com/articles/18-tips-to-improve-presentation-skills/

**Additional Readings:**

1. http://shodhganga.inflibnet.ac.in/bitstream/10603/12164/11/11_chapter%204.pdf
2. http://shodhganga.inflibnet.ac.in/bitstream/10603/29975/12/12_chapter%205.pdf
3. http://www.baraha.com/
4. http://www.chicagomanualofstyle.org/home.html
5. http://www.chicagomanualofstyle.org/home.html

**Difficulty Level 300-399**

**Credits - 4**
**Hours - 60**

# Minor 3.A.4: Vyūhas: Tactical Positions

**Course Objectives:**

1. To familiarise students with the concept of Vyūhas in warfare with relevance to standard tactical aspects.
2. To analyze the relevance of study of VYUHA as an art of warfare and it's applicability in modern warfare.
3. To apply the scientific principles of Vyūhas in modern day technological warfare.
4. To improve upon some of the tactical concepts in deployment of Vyūhas in conventional warfare.
5. To explore if technology can miniaturise the large scale deployment of Vyūhas.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the concepts and principles of employment of Vyūhas.
2. Visualise the employability of Vyūhas in modern warfare by application of technology.
3. Modify the structure and organisation of Vyūha keeping in view the changing needs of modern warfare.
4. Adopt the Vyūha concepts by integrating technology in present day warfare.
5. Relate classical strategic thought of Vyūha to modern technological challenges.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Minor 3.A.4 | Vyūhas: Tactical Positions | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Vyūhas.** **Credit 1**

- Introduction to Vyūhas.
- Definition of Vyūha.
- Structure of Vyūha.
- Composition of Vyūha.

**Unit II Principles of Vyūhas.** **Credit 1**

- Strength of Vyūha.
- Principles Affecting Vyūha Formation.
- Terrain Consideration of Vyūha.

**Unit III Features of Vyūhas.** **Credit 1**

- Characteristics of Vyūhas.
- Choice of Commanders.
- Communications in Vyūha.
- Logistics of Vyūha.

**Unit IV Application of Vyūhas.** **Credit 1**

- Communications in Vyūha.
- Case Studies.
- Chakravyuha.

**Essential/Recommended Readings/Texts:**


1. Śukranīti. (1882). (G. Oppert, Ed.). Madras: Government Press.
2. Mahābhārata. (1933–1966). *Critical edition*. Pune: Bhandarkar Oriental Research Institute.
3. Padma Purāṇa. (1988). (N. A. Deshpande, Trans.). Delhi: Motilal Banarsidass.
4. Agni Purāṇa. (1990). (N. A. Deshpande, Trans.). Delhi: Nag Publishers.
5. Bakshi, G. D. (2002). *The art of warfare in India*. New Delhi: Knowledge World.
6. Chenji, V. (2015). *Vyūhas: The lost art*. Hyderabad: Self-published.


**Additional Readings:**


1. Kangle, R. P. *The Kauṭilīya Arthaśāstra, Part II: Translation with Critical and Explanatory Notes.* Delhi: Motilal Banarsidass, 1992.
2. Sharma, R. S. *Aspects of Political Ideas and Institutions in Ancient India.* Delhi: Motilal Banarsidass, 1991.
3. Roy, Kaushik. *Hinduism and the Ethics of Warfare in South Asia: From Antiquity to the Present.* Cambridge: Cambridge University Press, 2012.
4. Singh, Sarva Daman. *Ancient Indian Warfare: With Special Reference to the Vedic Period.* Delhi: Motilal Banarsidass, 1997.
5. Sen, Surendra Nath. *Military System of the Marathas.* Calcutta: Orient Longman, 1958.
6. Dutt, Manmatha Nath, trans. *The Mahābhārata: Sanskrit Text with English Translation.* Vols. 1–18. Calcutta: Elysium Press, 1895–1905.
7. Bakshi, G. D. *Mahabharata: A Military Analysis.* New Delhi: Lancer International, 1991.
8. Rashtriya Sanskrit Vidyapeetha. *E-Mahabharata.* Tirupati: Tirumala Tirupati Devasthanams (TTD) & Rashtriya Sanskrit Vidyapeetha (RSVP) Joint Project, 2008.
9. Sensarma, Major P. *Kurukshetra War: A Military Study.* Calcutta: Dhiren Roy, 1975.
10. Rajagopalachari, C. *Mahabharata.* Mumbai: Bharatiya Vidya Bhavan, 2002.

# FOURTH YEAR: MINOR PAPERS

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

# Major 4.A.1: Indian Legal System

**Course Objectives:**

1. To introduce students to the fundamental concepts and various dimensions of law.
2. To examine the dynamic relationship between legal continuity and social change.
3. To explore the historical and societal role of people in shaping and transforming legal systems.
4. To develop an understanding of how legal frameworks should respond to societal needs and values.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Acquire a general understanding of various aspects of law.
2. Understand the tensions between forces of change and the status quo.
3. Appreciate the role of people in the evolution of law.
4. Learn how a legal system must be sensitive to the needs of the people.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.A.1 | Indian Legal System | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Concept of law in the Indian knowledge system.** **Credit 1**

- Vyavahara as Law.
  - difference between dharma and vyavahara.
- Survey of vyavahara.
  - Literature Smritis.
  - Commentaries.
  - Nibandhas.
- Peoples' Practices and the letter of law Custom as a source of law.
- Fundamental Principles of Vyavahara.

**Unit II Wealth based Disputes.** **Credit 1**

- Labour and Employment.
- Market Operations.
- Finance and Banking.
- Commercial Enterprises.

- Laws of Inheritance.

**Unit III Violence based disputes.** **Credit 1**

- Law of Insolent speech.
- Law of injury and Death.
- Crimes against women.

**Unit IV Procedure and Evidence.** **Credit 1**

- Types and hierarchy of courts.
- Legal procedure –
    - Plaint.
    - Prima Facie Assessment.
    - Summons.
    - Injunctions.
    - Reply.
    - Judgement.
- Laws of Evidence.
- Legal Interpretation and Growth of law.

**Essential/Recommended Readings/Texts:**

1. Sarkar, Kishori Lal, (1924), *Mimamsa Principles of Interpretation* (Rev. by Matkandey)
2. मांगलिक रोहित, (2023), भारतीय विधि व्यवस्था का परिचय, एडुगोरिल्ला पब्लिकेशन, लखनऊ, उत्तरप्रदेश।
3. Mathur, A. D., *Medieval Hindu Law*, New Delhi: Oxford University Press.
4. Kane, P. V., *History of Dharma Shastra*, Pune: Bhandarkar Oriental Research Institute.
5. Lingat, Robert, *Classical Hindu Law*.

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

# Minor 4.A.2: Theories of War and Peace

**Course Objectives:**

1. To provide students with a comprehensive understanding of the theoretical, historical and empirical debates surrounding the causes of war and conditions of peace.
2. To familiarise students with the classical and contemporary theories of international conflict, including systemic, state and individual-level analyses.
3. To critically engage with the changing nature of conflict: from traditional interstate wars to civil wars, insurgencies, terrorism and hybrid warfare.
4. To analyse the processes of escalation, termination and resolution of wars in international politics.
5. To encourage students to apply theoretical insights to case studies of historical and contemporary conflicts, bridging theory with practice.
6. To develop students' ability to suggest innovative and practical approaches for peacebuilding and conflict mitigation in the 21st century.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Demonstrate a solid grasp of theoretical and conceptual frameworks in the study of war and peace.
2. Analyse causes, patterns and consequences of war at different levels of analysis.
3. Apply theories of war to real-world historical and contemporary cases.
4. Explain changing character of war and its implications for global and national security.
5. Critically evaluate strategies of conflict prevention, management and resolution.
6. Articulate insights into how peace can be sustained in a complex, multipolar and conflict-prone world.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Minor 4.A.2 | Theories of War and Peace | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Theoretical and Conceptual Issues.** **Credit 1**

- Defining War and Level-of-Analysis.
- Typologies of War.
- Dyadic Balance of Power.
- Theory of Unipolar Politics.

- Polarity in the International System.

**Unit II Balancing and Power-Transition.** **Credit 0.5**

- Hegemonic Stability Theory.
- Lateral Expansion theory
- Power Cycle Theory

**Unit III Causes of War.** **Credit 0.5**

- Economic, Ideological, Cultural, Religion and Race.
- Nationalism and War.
- Militarism.
- Disputes, Crises and Escalation.

**Unit IV Conflict and Security in the Third World.** **Credit 1**

- Ethno-nationalism - Ethnicity and Civil wars.
- General Treatments of Third World Security.
- Alliance Formation in the Third World.
- Intervention and termination in Civil Wars.

**Unit V Consequences.** **Credit 0.5**

- Winners and Losers.
- Economic Costs of War.
- The Diffusion of War.
- Long-term consequences.

**Unit VI Future of War and Ways of Peace.** **Credit 0.5**

- Gender and Conflict in Future Wars.
- Peace through negotiations.
- Just War.
- Revolution in Military Affairs.
- Win-Win Game.

**Essential/Recommended Readings/Texts:**

1. Waltz, K. (1959). *Man, the state and war*. New York: Columbia University Press.
2. Singer, J. D. (1961). The level-of-analysis problem in international politics. In *The international system: Theoretical essays*. Princeton: Princeton University Press.
3. Waltz, K. (1979). *Theory of international politics*. New York: McGraw-Hill.
4. Gilpin, R. (1981). *War and change in world politics*. Cambridge: Cambridge University Press.
5. Gaddis, J. (1986). The long peace: Elements of stability in the postwar international system. *International Security, 10*(4), 99–142.
6. Blainey, G. (1988). *The causes of war*. New York: Free Press.

7. Bremer, S. (1992). Dangerous dyads: Conditions affecting the likelihood of interstate war, 1816–1965. *Journal of Conflict Resolution, 36*(2), 309–341.
8. Doyle, M. (1997). *Ways of war and peace: Realism, liberalism and socialism*. New York: W. W. Norton.
9. Vasquez, J. A. (2009). *The war puzzle revisited*. Cambridge: Cambridge University Press.
10. Levy, J. S., & Thompson, W. R. (2010). *Causes of war*. Oxford: Wiley-Blackwell.

**Additional Readings:**

1. Doran, C., & Parsons, W. (1980). War and the cycle of relative power. *American Political Science Review, 74*(4), 932–946.
2. Rotberg, R. I., & Rabb, T. K. (Eds.). (1988). *The origin and prevention of major wars*. Cambridge: Cambridge University Press.
3. Rasler, K., & Thompson, W. R. (1989). *War and state making*. London: Unwin Hyman.
4. Mearsheimer, J. (1994/95). The false promise of international institutions. *International Security, 19*(3), 5–49.
5. Keohane, R. O., & Martin, L. (1995). The promise of institutionalist theory. *International Security, 20*(1), 39–51.
6. Mearsheimer, J. (2001). *The tragedy of great power politics*. New York: W. W. Norton.
7. Doyle, M. (2011). *Liberal peace and liberal internationalism*. London: Routledge.
8. Goldstein, J. S. (2011). *Winning the war on war: The decline of armed conflict worldwide*. London: Penguin.
9. Kaldor, M. (2012). *New and old wars: Organized violence in a global era*. Cambridge: Polity Press.
10. Coker, C. (2015). *Future war*. Cambridge: Polity Press.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Analytical essays/writing assignments on theories of war (e.g., applying balance of power theory to WWI, or hegemonic stability theory to US-China rivalry)
2. Simulation exercises/war games (e.g., crisis escalation scenarios, negotiation role plays)
3. Presentation of case studies (e.g., Gulf War, Yugoslav Wars, Iraq 2003, Russia-Ukraine war)
4. Producing short videos/infographics explaining key theories (e.g., Power Transition Theory, Just War Theory)
5. Participation in peace and conflict workshops organised by think tanks, universities, or NGOs.
6. Book/Article review assignments (e.g., Vasquez's War Puzzle Revisited or Blainey's Causes of War)

   Debates and panel discussions on contemporary conflicts and peace processes (e.g., "Is peace possible in the Middle East?")

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

## Major 4.A.3: Vedanga Jyotisha and Scientific Wisdom

**Course Objectives:**

1. To teach the students the fundamentals of ancient astronomy.
2. To introduce the calculation of time according to traditional methods.
3. To explain the Vedic calendar system and its significance.
4. To provide an overview of the history and development of Indian astrology.
5. To familiarize students with the various branches of Indian astrology.
6. To offer a brief introduction to the contributions of ancient ācāryas in this field.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Be able to narrate the ancient Indian methods of astronomical calculation.
2. Be able to denote the development and structure of the traditional calendar system.
3. Gain insight into the importance and relevance of astrology in daily life.
4. Demonstrate the underlying concepts and significance of the *Pañcāṅga* (Hindu almanac).

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| Major 4.A.3 | Vedanga Jyotisha and Scientific Wisdom | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I** **Credit 1**

- Purpose and Benefits of Astronomical Calculations, Importance of Mathematics and the Rule of Three (Lagadha's Jyotisha (Yājusha Jyotisha) - Padya Saṅkhyā: 1, 2, 3, 4, 42, 43.)
- Vedic Mathematics, Five Sutras by Swami Shri Bharati Krishna Tirtha Maharaj
- Pāribhāṣika śabdāvalī –
  - Mathematics.
  - Types of Mathematics.
  - Abstract Mathematics.
  - (Bījagaṇita) – Algebra.
  - (Kalan) – Calculus.
  - (Saṅkhyā Siddhānta) – Number Theory.
- Applied Mathematics:
  - (Gativijñāna) – Kinematics / Dynamics.
  - (Sthitivijñāna) – Statics.
  - (Khagol Vijñāna) – Astronomy / Celestial Mechanics.
- Mathematical Terms:
  - Number (Saṅkhyā)

- Digit (Aṅka)
- Zero (Śūnya)
- Infinity (Ananta)
- Decimal (Daśamalava)
- Square (Varga)
- Square Root (Vargamūla)
- Cube (Ghana)
- Cube Root (Ghanamūla)
- Hypotenuse (Śara / Karṇa)
- Sine (Trigonometric) (Jya)
- Cosine (Koṭijyā)
- Tangent (Sparśajyā)
- Volume (Āyatana)
- Root (Mūla)
- Surd (Irrational Root) (Karaṇī)
- Equation (Samīkaraṇa)
- (Rajju) – Line or Rope (used for measuring; also refers to straight line)

- Arc (Chāpa)
  - Angle (Koṇa)

**Unit II** **Credit 1**

- General Introduction to the Pañcāṅga (Hindu Calendar Elements):
  - **Tithi** – *Lunar Day.*
  - **Vāra** – *Weekday.*
  - **Nakṣatra** – *Lunar Constellation.*
  - **Yoga** – *A specific combination of Sun and Moon's positions.*
  - **Karaṇa** – *Half of a Tithi (used in determining auspicious times)*

- Āryabhaṭṭīyam – Āryabhaṭa's Golapāda **(Verses 1–22)**
  - From Verse: "Meṣādeḥ katyāntam ... to svadhiyā ca kālasamam" up to 11th verse.
  - Description of the Earth and Celestial Sphere *(Bhoogola)*
  - Description of Astronomy (*Khagola)*

**Unit III** **Credit 1**

- A Brief History of Indian Mathematics and Astronomy
- Vedāṅga Jyotiṣa (One of the earliest Indian texts on astronomy, part of the Vedāṅgas)
- Śulba Sūtras (Ancient texts dealing with geometry, especially for altar construction)
- Pañcasiddhāntikā –
  - "The Five Astronomical Canons" (a work by Varāhamihira summarizing five earlier astronomical systems)
- Sūrya Siddhānta (A foundational Sanskrit text on Indian astronomy)
- Brahmagupta (7th-century mathematician and astronomer known for his work on zero and arithmetic operations)
- Śrīdharācārya (Mathematician known for contributions to algebra, including methods for solving quadratic equations)
- Āryabhaṭa II (A later astronomer and mathematician, not to be confused with the earlier Āryabhaṭa)
- Śrīpati (Mathematician and astrologer active in the 11th century)

- Bhāskarācārya (Bhāskara II) (12th-century mathematician known for his works Līlāvatī and Bījagaṇita)
- Gaṇeśa Daivajña (Medieval astronomer and commentator on earlier works)
- Kamalākara (17th-century astronomer known for his astronomical treatises)
- Jai Singh (Sawai Jai Singh II) (18th-century king and astronomer, known for constructing observatories (Jantar Mantar) in India)

**Unit IV** **Credit 1**

- Major Ancient Yajñas (Sacrificial Rituals) and Observatories for Astronomical Calculations.
- Nāḍīvalaya Yantra (Equinoctial Dial)
- Yāmyottarīya Turīya Yantra (Instrument for measuring meridional altitude) (North-South quadrant instrument)
- Samrāṭ Yantra (Samrāṭ-Palabha Yantra) (The "King of Instruments"; a large sundial used for accurate time measurement)
- Śaṅku Yantra (Gnomon or shadow instrument for altitude measurement)
- Tārāmaṇḍala (Celestial Sphere or Planetarium)
- Chakra Yantra (Circular instrument for astronomical observations)
- Yāmyottara Dharātalīya Turīya Yantra (Meridian ground quadrant instrument)
- Krāntivṛtta Yantra (Ecliptic ring instrument used to measure celestial latitude and longitude)
- Tulā-Karka-Makara Rāśi Valaya Yantra (Zodiacal ring instrument for Libra, Cancer and Capricorn signs)
- Ṣaṣṭhāṁśa Yantra (Sextant-type instrument - divides the sky into sixths for measurement).
- Jaipur Observatory (Jantar Mantar) – (Constructed by Maharaja Jai Singh II)
- Kashi Observatory (in Varanasi) – (Traditional center for astronomical studies)
- Jantar Mantar (Delhi) (Another major observatory built by Jai Singh II for precise astronomical observations)

**Essential/Recommended Readings/Texts:**

1. Aryabhata, (1976), *Aryabhatiya of Aryabhata with the commentary of Bhaskara I and Somesvara*, Edited by K.S. Shukla, New Delhi, Indian National Science Academy.
2. कपिलेश्वरशास्त्री, (1987), *सूर्यसिद्धान्तम् (तत्त्वामृतभाष्योपपत्तिटिप्पणी सहित)*, वाराणसी : चौखम्बा संस्कृत संस्थानम्।
3. लगधाचार्य सोमाकरः, (2008), *लगधज्योतिष (याजुष् व आर्य संस्करणम्)*, (सुधाकर भाष्य, लघुविवरण संस्कृत टीका, विस्तृत भूमिका, सान्वयानुवाद व सुयशा हिन्दी टीका सहित, डा. पुनीता शर्मा), दिल्ली : नाग पब्लिशर्स।

4. Tirthaji Maharaja, Jagadguru Swami Sri Bharati Krsna, *Vedic Mathematics*, Delhi, Motilal Banarasidass.

**Additional Readings:**

1. गोरखप्रसादः, (1974), *भारतीयज्योतिषकाइतिहासः*, लखनऊ : उत्तरप्रदेशहिन्दीसंस्थानम्।
2. दीक्षितः, शंकरबालकृष्णः, (1990), *भारतीयज्योतिषम्*, लखनऊ : उत्तरप्रदेशहिन्दीसंस्थानम्।
3. शर्मा, कल्याणदत्तः, (1994), *वेधशालापरिचयपुस्तिका*, दिल्ली : लालबहादुरशास्त्रीराष्ट्रीयसंस्कृतविद्यापीठम्।
4. द्विवेदी, भोजराजः, (2002), *आचार्यवराहमिहिरकज्योतिषेयोगदानम्*, दिल्ली : रञ्जन पब्लिकेशन।

**Difficulty Level 400-499**

**Credits - 4**
**Hours - 60**

# Minor 4.A.4: War and Gender

**Course Objectives:**

1. To introduce students to the concept of gender and its relevance in understanding war, armed conflict, peace and security.
2. To familiarise students with feminist perspectives on international relations, security and conflict studies.
3. To critically assess the gendered nature of war—how men and women experience, participate in and are represented in conflicts.
4. To understand the role of women in military and peace institutions and the debates surrounding effectiveness and integration.
5. To explore the legal frameworks of gender justice and prosecution of gender-based crimes under international humanitarian law.
6. To contextualise global debates on gender and security in the Indian scenario, including the integration of women in the Indian armed forces and police.
7. To enhance analytical and research skills through case studies, debates and policy analysis on gender and war.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Define and critically analyse key concepts such as gender, patriarchy, intersectionality and performativity in relation to war and security.
2. Evaluate feminist theories of war and security and their critique of traditional security studies.
3. Demonstrate knowledge of gendered roles in armed conflicts—both as perpetrators and as victims.
4. Analyse the opportunities and challenges of women's integration in military and peacekeeping operations across different states.
5. Assess the significance of gender justice and international law in addressing wartime sexual violence and gender-based crimes.
6. Develop the ability to contextualise global debates on gender and war in the Indian defence and security framework.
7. Engage in independent research and produce presentations or papers on gendered perspectives of conflict and peace.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| Minor 4.A.4 | War and Gender | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Understanding Gender.** **Credit 0.5**

- Gender: Meaning, Concept and Significance.
- Notions of sexuality, intersectionality, embodiment and performativity.
- Deconstructing Femininities and Masculinities.
- Understanding patriarchy and its impact on men, women and security.

**Unit II Gender and War.** **Credit 1**

- Feminist theories of war.
- Gendering the actors of war/armed conflict: Men and Women as soldiers.
- Gendering Victims of war/armed conflict: Crimes against men and women in times of war (Case studies: Vietnam war and its gendered impact on US Soldiers)
- War, migration and women refugees.

**Unit III Gender and Security.** **Credit 1**

- Why study gender in security studies.
- Security Theories and Feminist contributions to security studies.
- Gender and Security Institutions.
- Gender as driver for war : Women as 'weapons of war'
- Gender, Terrorism and Violence.
- Human Security and its significance.

**Unit IV Gender and Military Effectiveness** **Credit 0.5**

- Women in Security Institutions: Opportunities and Challenges.
- NATO Armed Forces – Debates on Gender Integration and Combat Effectiveness
- Women in United States Armed Forces.
- Role of women in counter-insurgency operations: Case study of Female Engagement Teams (FETs) of US Marines in Afghanistan.
- Women in Israeli Defence Forces.
- Integration of women in Indian Armed Forces and Police: Opportunities and Challenges.

**Unit V Gender Justice and International law.** **Credit 0.5**

- Gender justice: Meaning, Concepts and Significance
- United Nations Resolution 1325
- Gender in International Humanitarian Law
- Prosecution of gender-based crimes in international law
- The role of gender in the war on terror

**Unit VI Gender and Peace.** **Credit 0.5**

- Understanding peace-building and peacekeeping through gendered lens: Implications and Challenges.
- The expanded role of women in UN peacekeeping.
- Women Warriors vs. Women Peacemakers.

**Essential/Recommended Readings/Texts:**


1. Addis, E., et al. (Eds.). (1994). *Women soldiers: Images and realities*. New York: St. Martin's Press.
2. Lorentzen, L. A., & Turpin, J. (Eds.). (1998). *The women & war reader*. New York: New York University Press.
3. Moser, C. O. N., & Clark, F. C. (Eds.). (2001). *Victims, perpetrators or actors? Gender, armed conflict and political violence*. London: Zed Books.
4. Goldstein, J. S. (2003). *War and gender: How gender shapes the war system and vice versa*. Cambridge: Cambridge University Press.
5. Mazurana, D., Raven-Roberts, A., & Parpart, J. (Eds.). (2005). *Gender, conflict and peacekeeping*. Lanham: Rowman & Littlefield.
6. Sjoberg, L. (2009). *Gender and international security: Feminist perspectives*. London: Routledge.
7. Cohn, C. (Ed.). (2013). *Women and wars: Contested histories, uncertain futures*. Cambridge: Polity Press.


**Additional Readings:**


1. Tickner, J. A. (1992). *Gender in international relations: Feminist perspectives on achieving global security*. New York: Columbia University Press.
2. Enloe, C. (2000). *Maneuvers: The international politics of militarizing women's lives*. Berkeley: University of California Press.
3. Caprioli, M. (2000). Gendered conflict. *Journal of Peace Research, 37*(1), 51–69.
4. Alison, M. (2009). *Women and political violence: Female combatants in ethno-national conflict*. London: Routledge.
5. Sjoberg, L., & Via, S. (Eds.). (2010). *Gender, war and militarism: Feminist perspectives*. Santa Barbara: Praeger.
6. Shepherd, L. J. (2012). *Gender, violence and popular culture: Telling stories*. London: Routledge.
7. Enloe, C. (2014). *Bananas, beaches and bases: Making feminist sense of international politics* (2nd ed.). Berkeley: University of California Press.
8. Duncanson, C. (2016). *Gender and peacebuilding*. Cambridge: Polity Press.
9. Kirby, P., & Shepherd, L. J. (2016). The futures past of the Women, Peace and Security agenda. *International Affairs, 92*(2), 373–391.
10. UN Women. *Women, Peace and Security: Annual report*. Various years.


**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Research-based writing assignments on gender and war (e.g., "Feminist critiques of Just War theory" or "Women in the Indian Armed Forces: Challenges and Opportunities").
2. Case study presentation on gendered impact of war (e.g., women in Rwanda, Bosnia, Afghanistan, or the gendered consequences of the Vietnam War).
3. Role-play / Simulation exercise (e.g., UN peace negotiations with gender-sensitive mandates, mock debate on UNSC Resolution 1325).
4. Producing short video/infographic projects (e.g., explaining "Gender and War Crimes" or "Women in UN Peacekeeping Operations").

5. Participation in workshops/seminars on gender and security organised by universities/think tanks/NGOs.
6. Debates on contemporary issues (e.g., “Should women serve in combat roles in India?”).
7. Book/Article review assignments (e.g., review of Cynthia Enloe’s Bananas, Beaches and Bases or Goldstein’s War and Gender)

# PART - II

# Pool of Multi-Disciplinary, Skill Enhancement, Value-Added & Ability Enhancement Courses

## Part - II

ज्ञान-विज्ञान विमुक्तये
UGC

**UNIVERSITY GRANTS COMMISSION**

**BAHADUR SHAH ZAFAR MARG**

**NEW DELHI – 110002**

# KEY INFORMATION

The **Learning Outcomes-based Curriculum Framework (LOCF)** for **Sanskrit and Multidisciplinary programs** is structured as follows:

1. ***Introduction***
2. ***Part – I (B.A. Hons. Sanskrit and Linguistics, Sanskrit and Defence Studies etc.)***
3. ***Part – II (Other Courses like MDs, SECs, VACs, AECs etc.)***

The ***Part - I*** comprise the **Major** and **Minor Courses** specifically aligned with the core discipline for which the LOCF is designed and presented program wise above.

The ***Part - II*** represented in the present document includes the following components:

- **Multi-Disciplinary Courses - MD**
- **Skill Enhancement Courses - SEC**
- **Value-Added Courses - VAC**
- **Ability Enhancement Courses - AEC**

It is important to note that the **numerical identifiers** used in course codes such as **MD, SEC, VAC** and **AEC** represent the **serial order** of the courses and do **not** indicate their **level of difficulty**.

In addition to the Multi-Disciplinary Courses listed in this framework, relevant courses from the following disciplines whose LOCFs have already been notified/will be notified by the UGC may also be adopted as Multi-Disciplinary Courses. ***Particularly the Sanskrit Multidisciplinary Courses may be adapted.***

1. Sanskrit
2. Commerce
3. Political Science
4. Geography
5. Anthropology
6. Chemistry
7. Economics
8. Home Science
9. Mathematics
10. Physical Education
11. Management
12. Law
13. Linguistics
14. Mass Communication
15. History
16. Archeology
17. Defense Studies
18. Physics
19. Public administration
20. Sociology
21. Psychology
22. Philosophy

****Note:** *The Syllabus of each course in MDs, SECs, VACs and AECs* ***is presented in a broad format (Lengthy in Nature),*** *providing universities the* ***flexibility*** *to select and adopt units according to their specific requirements. Nevertheless, the cumulative credits must adhere to the prescribed course Credit Framework.*

## List of the Courses given by different Committees

| S. No. | Course Codes | Prepared Committee |
|---|---|---|
| 1 | MD 1-8 | BA Hons. Sanskrit and Defense Studies |
| 2 | MD 9-10 | BA Hons. Sanskrit and Travel and Tourism |
| 3 | SEC 1-10 | BA Hons. Sanskrit and Defense Studies |
| 4 | SEC 11-24 | BA Hons. Sanskrit and Travel and Tourism |
| 5 | SEC 25-42 | BA Hons. Sanskrit and Ayurveda |
| 6 | VAC 1-10 | BA Hons. Sanskrit and Defense Studies |
| 7 | VAC 11-20 | Central Sanskrit University, New Delhi |
| 8 | AEC 1-10 | BA Hons. Sanskrit and Defense Studies |

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# Multidisciplinary Courses

The National Education Policy (NEP) 2020 envisions a transformative approach to higher education in India by fostering multidisciplinary and holistic learning. In this vision, undergraduate education is no longer confined to narrow specializations but is reimagined to cultivate a broad, integrated understanding of knowledge across diverse fields. This is achieved through the development of multidisciplinary undergraduate programmes, which combine the arts, sciences, social sciences, languages and vocational subjects in a flexible curriculum.

Multidisciplinary courses foster holistic development, adaptability, creativity, ethical awareness and lifelong learning skills. They prepare students not just for employment but for meaningful and fulfilling lives as engaged, responsible global citizens.

**Multidisciplinary Courses** are the pool of courses which is meant to provide multidisciplinary or interdisciplinary education to students. GEs shall consist of a pool of courses offered by various disciplines of study (excluding the GEs offered by the parent discipline), in groups of odd and even semesters, from which a student can choose.

**Key Principles**

- Holistic Development: NEP 2020 emphasizes the development of all capacities – intellectual, social, ethical, emotional and physical – by enabling students to explore a broad spectrum of disciplines.
- Flexibility and Choice: Multidisciplinary courses allow students to customize their learning journeys, choosing courses from different domains, thus breaking the silos of traditional disciplines.
- Integration with Vocational and Professional Learning: The National Higher Education Qualifications Framework (NHEQF) integrates vocational and technical education with general higher education, enabling students to acquire skills relevant to emerging work contexts.
- Research and Innovation: NEP promotes critical thinking, creativity and problem-solving by encouraging students to engage in research and cross-disciplinary projects.
- Lifelong Learning and Employability: By broadening the academic horizon, multidisciplinary courses prepare students with 21st-century skills, including adaptability, collaboration and an ethical mindset.

**NEP 2020 Highlights Multidisciplinary Approach**

Establishment of large multidisciplinary universities and colleges, offering flexible curricula and multiple entry/exit options.

- Emphasis on cross-disciplinary and interdisciplinary learning—even professional and technical institutions are encouraged to integrate arts, humanities and social sciences.
- Integration of value-based education, environmental sustainability and global citizenship education within curricula.
- Multiple pathways of learning including direct, distance, online and hybrid/blended modes ensuring inclusivity and lifelong learning.

**Core Benefits for Students**

- Breadth and Depth: Gain knowledge and skills across multiple disciplines, while pursuing depth in one or more fields of interest.
- Enhanced Employability: Broader skill sets and interdisciplinary thinking prepare students for dynamic, real-world challenges.
- Innovative Learning: Exposure to varied fields fosters creative problem-solving and research capabilities.
- Ethical and Social Awareness: Courses integrate humanistic and constitutional values, preparing students for active citizenship and leadership roles.

The Sanskrit LOCF combines multi-disciplinary in a naval way. It includes the various disciplines from general stream of education and Sanskrit stream of education by cutting the disciplinary limits.

## Proposed Assessment Pattern for Multi-Disciplinary Courses

| Assessment Component | Weightage | Purpose / Focus |
|---|---|---|
| **Theory (60%) Mid/End-Semester Test (Written)** | | |
| MCQs | 10% | Foundational knowledge of Multidisciplinary topics. |
| Writing answers in one sentence. | 10% | Integration of Multidisciplinary learnings. |
| Short answer questions. | 15% | Application of concepts, connection to real-life contexts |
| Long answer questions. | 25% | Critical thinking |

| **Practical (40%)** | | |
|---|---|---|
| Project work/ Presentations/ Practical assignments. | 20% | Practical application of learnt topics and experiential learning. |
| Group discussions/ Collaborative projects/ Participation in workshops. | 10% | Communication and articulation of taught ideas. |
| Producing videos based on the topic of the text. / Participation in the Sastra Sanjeevani programme. / Presentation of the topic in the Vagvardhini Parishad. | 10% | Active participation to enhance the knowledge received and the application of the same. |

## Skill Enhancement Courses:

The National Education Policy (NEP) 2020 and the National Higher Education Qualifications Framework (NHEQF) emphasize the integration of skill development into undergraduate (UG) education to prepare students for employability, entrepreneurship and lifelong learning. The NEP envisions Skill Enhancement Courses (SECs) as essential, credit-based components of UG programmes that equip students with practical competencies, digital literacy, critical thinking, problem-solving abilities and ethical reasoning.

***Skill Enhancement Course (SEC) as per Credit Framework*:** SEC-s are skill-based courses in all disciplines and are aimed at providing hands-on training, competencies, proficiency and skills to students.

**Key Features:**

- Bridging Theory and Practice: SECs aim to combine disciplinary knowledge with hands-on, experiential learning.
- Flexibility and Choice: NEP 2020 promotes student choice and curricular flexibility, enabling them to pursue SECs tailored to emerging fields (e.g., AI, AR/VR, data analytics, environmental sustainability).
- Employability and Entrepreneurship: SECs are designed to equip students with job-ready skills and nurture an entrepreneurial mindset through project work, internships and community engagement.
- Multiple Entry-Exit Pathways: Consistent with the NHEQF, SECs provide certifications at exit points (e.g., Undergraduate Certificate after Year 1, Diploma after Year 2), ensuring skill validation and progression flexibility.
- Alignment with National Skills Qualifications Framework (NSQF): SECs are harmonized with the NSQF levels, ensuring national recognition and portability of skills qualifications.

These courses encourage students to explore cross-disciplinary skills, breaking down silos between humanities, sciences and vocational education.

**Core Objectives**

1. Enhance Employability: Prepare students with skills and knowledge relevant to the dynamic demands of the workforce.
2. Foster Lifelong Learning: Cultivate a mindset for continuous personal and professional growth.
3. Integrate Values and Ethics: Embed humanistic, ethical and constitutional values into skill development.
4. Promote Innovation and Creativity: Encourage problem-solving, critical thinking and digital proficiency.

**Positioning of Skill Enhancement Courses (SECs)**

Under the NEP 2020 and NHEQF, SECs form a mandatory, flexible and integral component of UG programmes, contributing to:

- Vocationalization of education, ensuring that all graduates are prepared for employment or entrepreneurship.
- Integration with community engagement, aligning skills with real-world societal needs.
- Recognition through academic credits, facilitating transitions to higher levels of education or direct employment.

## Proposed Assessment Pattern for Skill Enhancing Courses

| Assessment Component | Weightage | Purpose / Skill Focus |
|---|---|---|
| **Theory: 40% Weightage** | | |
| Mid-Semester Test (Written) | 15% | Foundational concepts, understanding of theoretical principles |
| End-Semester Test (Written) | 25% | In-depth comprehension, critical analysis, application of theory to practical contexts |
| Key Deliverables: | | Short/long answer questions - Case study analysis - Reflection on skills integrated with theory |

| **Practical: 60% Weightage** | | |
|---|---|---|
| **Assessment Component** | **Weightage** | **Purpose / Skill Focus** |
| Project Work / Capstone Project | 25% | Real-world application, project planning, problem-solving |
| Practical Assignments / Exercises | 20% | Skill application through practical tasks, tool usage, technical demonstrations |
| Viva-Voce / Presentation | 15% | Oral communication, demonstration of skills and understanding of practical work |
| Key Deliverables: | | Prototype/model design - Software/tool-based tasks - Presentations or demonstrations - Portfolio submission (if applicable) |

**Highlights of the Pattern:**

- Ensures balance between theory and practice.
- Promotes hands-on skill development while grounding it in conceptual understanding.
- Suitable for Skill Enhancement Courses in domains like AI, AR/VR, Design, Computational Systems, Digital Humanities, etc.

## Value-Added Courses

The National Education Policy (NEP) 2020 envisions a holistic, multidisciplinary education system that integrates value-based learning and life skills into the core framework of higher education. Value-Added Courses (VACs) at the undergraduate level are designed to complement disciplinary learning with essential humanistic, ethical, cultural, environmental and employability skills, thus fostering well-rounded, socially responsible and globally aware graduates.

**Key Features:**

- Integration of Human Values and Ethics: NEP 2020 emphasizes the development of constitutional, humanistic, ethical and moral values, encouraging students to embrace truth, righteousness, peace, love, non-violence and global citizenship. VACs cultivate these principles through experiential learning.
- Flexibility and Interdisciplinarity: VACs provide students across disciplines with opportunities to pursue courses in environmental sustainability, cultural heritage, wellness, ethics, communication and community engagement.
- Holistic Development: These courses nurture cognitive, emotional, social and moral dimensions, enabling students to contribute constructively to society.
- Skill Enhancement and Employability: VACs equip students with 21st-century competencies such as communication, collaboration, critical thinking, problem-solving and digital literacy.
- Alignment with NHEQF and NSQF: VACs correspond to the learning outcomes, graduate attributes and skill levels outlined in the NHEQF and NSQF frameworks, ensuring national recognition and credit accumulation.

***Value Addition Course (VAC) as per Credit Framework:*** VAC-s are common pool of courses offered by different disciplines and aimed towards personality building; embedding ethical, cultural values; promote critical thinking, Indian Knowledge Systems, scientific temperament, communication skills, creative writing, presentation skills and Physical education (Yoga) which will help in holistic development of students.

**NEP 2020 Vision**

*NEP 2020 underscores that "all HEIs shall include credit-based courses and projects in areas of community engagement, environmental education, and value-based education". In line with NEP 2020, VACs at the UG level aim to:*

- *"Enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to society."*
- *"Prepare students for meaningful, satisfying lives and work roles, and enable economic independence."*

**Core Objectives of Value-Added Courses**

1. To instill **ethical reasoning and constitutional values** in students.
2. To foster **environmental stewardship and sustainability awareness**.
3. To cultivate **soft skills** like communication, critical thinking, creativity and teamwork.
4. To integrate **community engagement and service-learning** into the curriculum.
5. To prepare students for **meaningful participation in society** and **global citizenship**.

**Examples of Value-Added Course Themes**

- Environmental Sustainability and Climate Action
- Yoga, Meditation and Wellness
- Ethics, Human Values and Indian Knowledge Systems
- Digital Literacy and Cybersecurity Awareness
- Gender Sensitization and Social Inclusion
- Communication Skills for Professional and Personal Growth
- Cultural Heritage, Art and Aesthetics
- Community Service and Civic Engagement

## Proposed Assessment Pattern for Value-Added Courses

| Assessment Component | Weightage | Purpose / Focus |
|---|---|---|
| **Theory (60%)** | | |
| Mid/End-Semester Test (Written/MCQ) | 25% | Foundational knowledge of value-added topics |
| Reflection Essays / Case Studies | 20% | Critical thinking, integration of value-based learnings |
| Short Assignments / Open-book Tasks | 15% | Application of concepts, connection to real-life contexts |

| **Practical (40%)** | | |
|---|---|---|
| Project / Fieldwork Report | 20% | Practical application of learnt values and experiential learning |
| Presentations / Demonstrations | 10% | Communication and articulation of taught ideas and values |
| Mentor/Peer/Self-assessment & Reflection | 10% | Mentor Feedback/ Peer feedback about the behavioral insights.<br>Self-awareness about the behavioral insights. |

**Ways to assess Values**

| Assessment of Sought after Modifications in Pupils | Assessment Strategies |
|---|---|
| 1. Behavioural Changes | Pre and Post-course self-assessment questionnaires focused on specific behaviors (e.g., collaboration, respect, responsibility) |
| | Reflective journals or logs documenting experiences and behavioral shifts |
| | Peer evaluation and group activity observations during projects or discussions |
| | Instructor observation rubrics during activities assessing participation, cooperation and leadership |
| 2. Attitudinal Changes | Attitude surveys (Likert scale) measuring shifts in outlook (e.g., inclusivity, environmental consciousness, ethics) |
| | Case study analysis requiring students to express opinions and decisions with ethical reasoning |
| | Group discussions and role-plays to observe attitudinal responses in diverse scenarios |
| | Personal growth statements submitted post-course summarizing changes |
| | Attitude surveys (Likert scale) measuring shifts in outlook (e.g., inclusivity, environmental consciousness, ethics) |
| 3. Quality Enhancement | Rubrics for evaluating the quality of submissions (projects, presentations) focusing on depth, clarity, creativity |
| | Progress tracking—comparing initial work with final outcomes to assess learning growth |
| | Viva voce to evaluate comprehension, articulation and integration of values into practical outputs |
| | Community engagement projects with impact reports assessing contribution quality |

**Key Features Aligned with NEP 2020 and Value-Added Learning**

- **Holistic assessment** (intellectual, behavioral and practical skills)
- **Student-centric methods** (reflection, peer/self-assessment)
- **Competency-driven**—focused on knowledge, skills and values development.
- **Flexible for diverse Value-Added Courses** (e.g., Ethics, Environmental Awareness, Cultural Heritage, Yoga, Digital Literacy)

## Ability Enhancement Courses

Ability Enhancement Courses (AECs) form an integral component of undergraduate programmes under the **Learning Outcomes-based Curriculum Framework (LOCF)**. As envisioned in the **National Education Policy (NEP) 2020**, higher education is not limited to subject specialization but is equally directed towards nurturing **21st-century competencies** that ensure holistic development. AECs are therefore designed to strengthen the **core abilities** of students in language, communication, reasoning, and cultural competence, which serve as the foundation for advanced learning, employability, and global citizenship.

AECs primarily focus on **language proficiency and communication skills** in both Indian and foreign languages (e.g., Sanskrit, English, French, Mandarin, Russian), thereby promoting multilingualism in line with the **three-language policy**. They emphasize **clarity of expression, critical reading, analytical writing, translation, and effective oral communication**, all of which are crucial for academic success, professional growth, and civic engagement.

In addition, these courses aim to integrate **ethical reasoning, cultural awareness, and Indian Knowledge Systems (IKS)** within communicative practices. By fostering intercultural understanding and linguistic versatility, AECs prepare students to **navigate diverse socio-cultural contexts**, strengthen their employability, and enhance their participation in global knowledge economies.

**Core Objectives of AECs**

- **Foundational Competence**: Strengthens essential academic abilities such as reading, writing, speaking, listening, reasoning, and presentation.
- **Multilingual and Intercultural Readiness**: Promotes Sanskrit and other Indian as well as foreign languages, enabling students to engage across cultures and global platforms.
- **Integration of Values**: Embeds constitutional, ethical, and humanistic values within communicative practices, aligning language skills with responsible citizenship.
- **Employability and Lifelong Learning**: Equips students with transferable skills—communication, collaboration, adaptability, and cultural literacy—relevant to professional and personal contexts.
- **Holistic Personality Development**: Enhances self-confidence, creativity, articulation, empathy, and interpersonal effectiveness, thus contributing to overall personality growth.
- **Alignment with NHEQF**: Directly contributes to graduate attributes such as effective communication, problem-solving ability, ethical reasoning, and cross-cultural competence.

AECs therefore act as **bridges between disciplinary learning and real-world application**, ensuring that all graduates, irrespective of their chosen field, emerge with the ability to **communicate effectively, think critically, and participate meaningfully in society**.

### Proposed Assessment Pattern for Ability Enhancement Courses (AECs)

| Assessment Component | Weightage | Purpose / Skill Focus | Key Deliverables |
|---|---|---|---|
| **Theory (40%)** | | | |
| Mid-Semester Test (Written / MCQ) | 15% | Test of foundational knowledge of language/ communication concepts | Short answers, grammar/usage exercises, comprehension |
| End-Semester Test (Written) | 25% | Application of language/ communication skills to practical and cultural contexts | Essays, translations, case-based questions |
| **Practical (60%)** | | | |
| Conversational / Oral Practice | 20% | Oral fluency, pronunciation, dialogue delivery, group discussion | Role plays, debates, recitation |
| Assignments / Practice Exercises | 15% | Applied skills in writing, translation, creative expression | Paragraph writing, report writing, creative dialogues |
| Viva-Voce / Presentation | 15% | Oral communication, confidence, cultural articulation | Presentations, storytelling, extempore speech |
| Portfolio / Project Work | 10% | Integration of learning with cultural/ethical values | Recorded conversations, verse recitation, project-based tasks |

**Highlights of the Pattern**

- Balances **language theory** with **practical communication skills**.
- Encourages **oral proficiency, critical thinking, and cultural engagement**.
- Flexible enough to adapt across **Sanskrit, English, and foreign language AECs**.
- Supports **NEP 2020 vision** of multilingualism, employability, and holistic development.

# POOL OF MULTIDISPLINARY COURSES

**Credits - 3**
**Hours - 45**

## MD 1: Statecraft and Public Administration (Kacchitsarga)

**Course Objectives:**

1. To study the Nārada–Yudhiṣṭhira dialogue in the Mahābhārata in detail.
2. To examine classical Indian principles of governance, security and public administration presented in the dialogue.
3. To analyze these principles through the lens of Sanskrit textual tradition.
4. To relate and apply these insights to contemporary defence and administrative paradigms.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Identify key elements of ethical governance and ideal leadership from the Nārada–Yudhiṣṭhira dialogue.
2. Explain administrative protocols and ministerial responsibilities within a dhārmic framework.
3. Evaluate the principles of internal and external security from the classical Indian viewpoint.
4. Apply Sanskrit textual analysis to interpret political and administrative doctrines.
5. Relate ancient principles of statecraft to current defence and civil governance challenges.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| MD 1 | Statecraft and Public Administration (Kacchitsarga) | 03 | 0 | 0 | 03 |

**Details of Course:**

**Unit I संवादस्य परिचयः (Introduction to the Dialogue and Literary Context) Credit 1**

- Setting: Khaṇḍavaprastha, division of the kingdom.
- Introduction to Nārada as rājāśāstra-vettā.
- Importance of “kacchit” as interrogative inquiry.
- Philosophical tone and aim of the dialogue.

**Unit II नीतिशास्त्रे राज्ञः व्यक्तित्वम् (The King's Ethics and Self-Governance) Credit 0.5**

- Analysis of Nārada's questions about personal discipline, control of senses, truthfulness.
- Values of kṣamā, tapaḥ and vinaya.
    - Connection between inner ethics and external governance.

**Unit III मन्त्रिपरिषद् व शासनव्यवस्था। Credit 0.5**

- Advisory council: trustworthiness, secrecy and roles of mantri, purohita, senāpati.
- Decision-making, transparency and risk assessment.

- Principles of internal security: intelligence systems, city and palace defence, vigilance against treachery.
- Daṇḍanīti: role of daṇḍa in ensuring order.

**Unit IV प्रजाहितं, धर्मसंरक्षणं च। Credit 1**

- Public welfare and dharmic governance.
- Food security, justice and protection of subjects.
- Ritual and moral legitimacy through yajña, dāna.
- Relevance to modern governance and student reflections.

**Essential/Recommended Readings/Texts:**

1. Sukthankar, V. S., Belvalkar, S. K., Kane, P. V., et al. (Eds.). (1933–1966). *The Mahābhārata: For the first time critically edited* (19 vols.; see Ādi Parva, Chapter 70). Pune: Bhandarkar Oriental Research Institute.
2. Dandekar, R. N. (1958). *Some aspects of state and society in the Mahābhārata*. Pune: University of Poona.
3. Kane, P. V. (1973). *History of Dharmaśāstra* (Vol. 3). Pune: Bhandarkar Oriental Research Institute.
4. Debroy, B. (2010). *The Mahabharata* (Vol. 1). New Delhi: Penguin Classics.

**Additional Readings:**

1. Jolly, J. (1889). *The minor law-books* (F. Max Müller, Trans.; Vol. 33, *Sacred Books of the East*). Oxford: Clarendon Press.
2. Jayaswal, K. P. (1996). *Hindu polity: A constitutional history of India in Hindu times* (Reprint ed.). New Delhi: Oriental Books Reprint Corporation. (Original work published 1924)
3. Kangle, R. P. (1960). *The Kauṭilīya Arthaśāstra, Part II: An English translation with critical and explanatory notes*. Bombay: University of Bombay.
4. Matilal, B. K. (1990). *The word and the world: India's contribution to the study of language*. New Delhi: Oxford University Press.
5. Das, G. (2009). *The difficulty of being good: On the subtle art of Dharma*. New Delhi: Penguin.
6. Olivelle, P. (2013). *King, governance and law in ancient India: Kauṭilya's Arthaśāstra*. New Delhi: Oxford University Press.
7. Sihag, B. S. (2014). *Kautilya: The true founder of economics*. London: Routledge.

**Credits - 3**
**Hours - 45**

## MD 2: Realpolitik: Ideas of Kaṇika

**Course Objectives:**

1. To understand the principles of Realpolitik in ancient Indian thought through Kaṇika Nīti.
2. To critically examine political strategies: persuasion, incentives, division and punishment (Sāma, Dāna, Bheda, Daṇḍa).
3. To practice Pārāyaṇa (devotional recitation) of selected ślokas.
4. To perform grammatical and syntactic analysis of key verses.
5. To apply Kaṇika's ideas to contemporary political and leadership contexts.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Be able to accurately recite, translate and grammatically analyze key verses from the 5th chapter of Sabhā Parva (Kaṇika Nīti).
2. Describe Kaṇika's political philosophy, especially the principles of Sāma, Dāna, Bheda and Daṇḍa and their relevance to realpolitik.
3. Critically assess the ethical and pragmatic dimensions of Kaṇika's strategies and apply them to contemporary governance, leadership and diplomacy.
4. Compare Kaṇika Nīti with other classical political thinkers such as Kauṭilya and Machiavelli, situating Indian political thought in a global context.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| MD 2 | Realpolitik: Ideas of Kaṇika | 03 | 0 | 0 | 03 |

**Details of Course:**

**Unit I Context and Foundations.** **Credit 1**

- Mahābhārata and Sabhā Parva overview.
- Introduction to Kaṇika and Dhṛtarāṣṭra.
- Historical and political background.
- Basic assumptions of human nature in politics.
- Pārāyaṇa: Recitation of the opening verses introducing Kaṇika's appearance in the court.
- Grammatical Focus: Sandhi breakdowns in opening ślokas (e.g., proper joining of names and epithets).

**Unit II Kaṇika's Political Philosophy.** **Credit 0.5**

- Detailed reading of Kaṇika's key arguments to Dhṛtarāṣṭra.
- Realpolitik and dharma tensions.

- Analysis of Kaṇika's view of enemies and allies.
- Pārāyaṇa: Selected ślokas explaining Kaṇika's "rules for rulers" (e.g., how to recognize threats).
- Grammatical Focus: Samāsa (compound words) in political terminologies (e.g., rājanīti, mitrāmitra).

**Unit III Allegory of the Fox and the Four Upāyas. Credit 0.5**

- Story of the cunning fox/jackal.
- Deep-dive into Sāma, Dāna, Bheda, Daṇḍa.
- Comparative study of strategic applications.
- Pārāyaṇa: Ślokas narrating the story of the jackal and the clever strategies it uses.
- Grammatical Focus: Parsing narrative verbs and subordinate clauses used in storytelling (past tense usage, participles).

**Unit IV Practical Strategies and Governance. Credit 0.5**

- Tactics to manage ministers, spies, enemies.
- Importance of patience, foresight and timing.
- Pārāyaṇa: Ślokas where Kaṇika advises patience, hypocrisy and layered strategy.
- Grammatical Focus: Kāraka (syntactic role) analysis for agent (kartā) and instrument (karaṇa) emphasis in commands and advice.

**Unit V Ethics, Realism and Modern Reflections. Credit 0.5**

- Contrast Kaṇika's realism with traditional dharmic conceptions.
- Debate: Is Kaṇika's counsel immoral or pragmatic?
- Study of ślokas advocating duplicity, harsh punishments and strategic deception.
- Comparative insights: echoes in Kauṭilya and Machiavelli.
- Applications to modern politics, diplomacy and management.
- Student reflections through essays, debates and full-section translation practice.

**Essential/Recommended Readings/Texts:**

1. Ganguli, K. M., trans. *The Mahabharata of Krishna-Dwaipayana Vyasa*. Vol. 2: *Sabha Parva*. Calcutta: P.C. Roy, 1883–1896. (For primary source reading of Kaṇika Nīti in English translation)
2. Bhattacharya, S., ed. *Mahābhārata: Critical Edition*. Vol. 2: *Sabha Parva*. Pune: Bhandarkar Oriental Research Institute, 2009. (For Sanskrit critical edition and textual analysis)

**Additional Readings:**

1. Machiavelli, N. (2008). *The Prince* (Q. Skinner & R. Price, Trans.). Cambridge: Cambridge University Press. (Original work published 1513)
2. Hobbes, T. (2012). *Leviathan* (N. Malcolm, Ed.). Oxford: Oxford University Press. (Original work published 1651)
3. Weber, M. (2004). *Politics as a vocation* (D. Owen & T. B. Strong, Eds.). Hackett Publishing. (Original work published 1919)

4. Thapar, R. (1984). *From lineage to state: Social formations in the mid-first millennium BC in the Ganga Valley*. Oxford: Oxford University Press.
5. Matilal, B. K. (2002). *Ethics and epics: Philosophy, culture and religion*. Oxford: Oxford University Press.
6. Bandyopadhyay, S., & Chakrabarti, A. (Eds.). (2009). *Mahābhārata: The epic and the nation*. Routledge.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Participation in workshops.
2. Writing assignments.
3. Producing videos based on the topic of the text.
4. Poster Presentation.
5. Presentation of the topic in the Vagvardhini Parishad.

**Credits - 3**
**Hours - 45**

## MD 3: International Relations

**Course Objectives:**

1. To introduce students to the basic concepts, scope and historical evolution of International Relations (IR).
2. To examine major theoretical approaches—classical, scientific and contemporary shaping the study of IR.
3. To provide an understanding of foreign policy and diplomacy as instruments of statecraft.
4. To critically analyse the concept of national interest, security dilemmas and strategies employed by states in the international system.
5. To equip students with the ability to apply theories to real-world cases and critically evaluate global politics in a changing world order.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Define and explain the scope and evolution of International Relations.
2. Demonstrate an understanding of key theoretical traditions such as Realism, Liberalism/Idealism, the Neo-Neo Debate and Constructivism.
3. Apply scientific approaches such as Systems Theory, Game Theory and Decision-Making frameworks to explain interstate relations.
4. Identify and evaluate the determinants of foreign policy and types of diplomacy, with particular reference to India's foreign policy and non-alignment.
5. Critically assess the concept of national interest and the instruments used by states to safeguard it.
6. Develop independent analytical skills for understanding war, peace, alliances and collective security arrangements in the international system.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| MD 3 | International Relations | 03 | 0 | 0 | 03 |

**Details of Course:**

**Unit I Introduction to International Relations.** **Credit 0.5**

- Meaning, Nature and Scope.
- Historical Evolution.
- Meaning of Theory.
- Concept of International Politics and International Relations.

**Unit II Classical Approach to International Relations.** **Credit 1**

- Idealism.
- Realism.

- Neo-Neo Debate.
- Constructivism.

**Unit III Scientific Approach to International Relations.** **Credit 0.5**

- Morton Kaplan's Systems Theory.
- Decision Making Approach.
- Game Theory.

**Unit IV Foreign Policy and Diplomacy.** **Credit 0.5**

- Meaning and Definitions.
- Determinants of Foreign Policy.
- Types of Diplomacy.
- Non-Alignment in Indian Foreign Policy.
- Collective Security.

**Unit V National Interest.** **Credit 0.5**

- Concept and Definition.
- Vital and Non-Vital Components.
- Instruments to Secure National Interest.

**Essential/Recommended Readings/Texts:**

1. Carr, E. H. (1939). *The twenty years' crisis, 1919–1939*. Macmillan.
2. Palmer, N. D., & Perkins, H. C. (1969). *International relations: The world community in transition* (3rd ed.). Houghton Mifflin.
3. Waltz, K. (1979). *Theory of international politics*. New York: McGraw-Hill.
4. Morgenthau, H. J. (1985). *Politics among nations: The struggle for power and peace*. Kalyani Publishers.
5. Art, R. J., & Jervis, R. (Eds.). (2006). *International politics: Enduring concepts and contemporary issues* (8th ed.). Pearson.
6. Pevehouse, J. C. W., & Goldstein, J. S. (2017). *International relations* (11th ed.). Pearson.

**Additional Readings:**

1. Sprout, H., & Sprout, M. (1962). *Foundations of international politics*. Princeton University Press.
2. Burton, J. W. (1965). *International relations: A general theory*. Cambridge University Press.
3. Coplin, W. D. (1971). *Introduction to international politics: A theoretical overview*. Markham Publishing Company.
4. Frankel, J. (1973). *Contemporary international theory and the behaviour of states*. Oxford University Press.
5. Wright, Q. (1980). *A study of international relations*. Irvington Publishers.
6. Nye, J. S. (2013). *Understanding international conflicts: An introduction to theory and history*. Pearson.

7. Burchill, S., et al. (2013). *Theories of international relations* (5th ed.). Palgrave Macmillan.
8. Dunne, T., Kurki, M., & Smith, S. (Eds.). (2016). *International relations theories: Discipline and diversity* (4th ed.). Oxford University Press.
9. Ghai, U. R. (2018). *International politics: Theory and practice*. New Academic Publishing Co.
10. Baylis, J., Owens, P., & Smith, S. (Eds.). (2019). *The globalization of world politics: An introduction to international relations* (8th ed.). Oxford University Press.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Participation in workshops/seminars on international relations, diplomacy, or security studies.
2. Writing assignments/essays on specific IR theories (e.g., Realism vs. Liberalism) or case studies (e.g., Cuban Missile Crisis, India-China border dispute).
3. Producing short video or infographic projects explaining concepts such as the balance of power, collective security, or national interest.
4. Simulation exercises/role plays (e.g., Model United Nations, crisis diplomacy, peace negotiations).
5. Presentation of a case study (e.g., India's non-alignment policy, the Cold War balance of power, or NATO interventions).
6. Book/article reviews (e.g., review of Morgenthau's Politics Among Nations or Waltz's Theory of International Politics).
7. Debates on contemporary issues (e.g., "Is unipolarity sustainable?" / "Does non-alignment remain relevant in Indian foreign policy?").

**Credits - 3**
**Hours - 45**

## MD 4. Basics of Hindu Studies

**Course Objectives:**

1. To facilitate exploration of the rich traditions, beliefs, practices and philosophies of Hinduism.
2. To provide a comprehensive understanding of Hinduism, including its original doctrines.
3. To explore the historical, cultural, philosophical and social dimensions of Hinduism.
4. To examine both theoretical and practical aspects of Hindu scriptures, rituals, festivals and ethical principles.
5. To develop an understanding of the authenticity and relevance of the philosophical, scientific and utilitarian aspects of Hindu traditions for leading a happy and contented life in the contemporary world.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Develop a comprehensive understanding of the origins, historical development and diversity within Hinduism.
2. Examine the major philosophical schools and concepts within Hinduism, such as Vedanta, Yoga and Bhakti.
3. Explore the scriptures, including the Vedas, Upanishads, Bhagavad Gita and Puranas and their significance in Hinduism.
4. Investigate the practices, rituals and symbolism associated with Hindu worship and daily life.
5. Analyze the social, cultural and ethical dimensions of Hinduism and their impact on individuals and communities.
6. Foster critical thinking, research skills and the ability to engage in respectful dialogue about Hinduism.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| MD 4 | Basics of Hindu Studies | 03 | 0 | 0 | 03 |

**Details of Course:**

**Unit I Introduction to Hinduism.** **Credit 0.5**

- Introduction to key terms and concepts in Hinduism.
- Historical background and cultural context of Hinduism.
- Sacred Scriptures of Hinduism.
- Vedas and their significance in Hinduism.
- Introduction to the Upanishads and their philosophical teachings.
- Examination of the Bhagavad Gita and its role in Hindu thought.

**Unit II Hindu Philosophical Systems.** **Credit 1**

- Overview of the major philosophical schools in Hinduism.
- Analysis of key concepts, including Atman, Brahman, Karma and Moksha.
- **Hindu Deities and Mythology.**
  - Exploration of the major deities in Hinduism, including Brahma, Vishnu, Shiva, Devi and their manifestations.

**Unit III Hindu Rituals and Worship.** **Credit 0.5**

- Study of Hindu rituals and their role in religious and social life.
- Examination of major Hindu festivals and their significance.
- Exploration of sacred spaces, temples and pilgrimage in Hinduism.

**Ethics and Morality in Hinduism.**

- Analysis of Hindu ethical principles- dharma and karma.
- Discussion on the concept of moral responsibility and the pursuit of righteousness in Hinduism.

**Unit IV Contemporary Issues and Hinduism.** **Credit 1**

- Exploration of the challenges and adaptations of Hinduism in the modern world.
- Analysis of Hindu nationalism, secularism and religious pluralism.
- Reflection on the relevance of Hindu teachings and practices in addressing global challenges.

**Essential/Recommended Readings/Texts:**


1. Müller, F. M. (Ed.). (1879). *Sacred books of the East*. Oxford: Clarendon Press.
2. Sastri, A. M. (Trans.). (1901). *The Bhagavad-Gita (With the commentary of Sri Sankaracarya)* (2nd ed.). Mysore: The G.T.A. Printing Works.
3. Bhagavadgita (with translation and commentary in Hindi). (n.d.). Gorakhpur: Gita Press.
4. Radhakrishnan, S., & Moore, C. A. (Eds.). (1992). *A sourcebook in Indian philosophy*. Princeton: Princeton University Press.
5. Hiriyanna, M. (1997). *Outlines of Indian philosophy*. Delhi: Motilal Banarsidas.
6. Puligandla, R. (1997). *Fundamentals of Indian philosophy*. Delhi: DK Printworld.
7. Ranganathananda, S. (2001). Introduction. In *The universal message of the Bhagavadgita* (pp. 9–38). Kolkata: Advaita Ashrama.
8. Raju, P. T. (2009). *The philosophical traditions of India*. Delhi: Motilal Banarsidas.
9. Mishra, J. C. (2012). *Bharatiya darshana (Indian philosophy)*. Varanasi: Chowkhamb Surbharati Prakashan.
10. Sharma, C. (2013). *A critical survey of Indian philosophy*. Delhi: Motilal Banarsidas.
11. Kaul, K. (2014). *The great Upanishadic: Understanding Brahman and the ultimate reality*. New Delhi.
12. Hiriyanna, M. (2015). *The essentials of Indian philosophy*. Delhi: Motilal Banarsidas.
13. Chatterji, S. C., & Datta, D. M. (2015). *An introduction to Indian philosophy*. Delhi: Motilal Banarsidas.
14. Radhakrishnan, S. (2016). *The principal Upanishads*. New Delhi: HarperCollins.

15. Dasgupta, S. (2018). *A history of Indian philosophy* (Vols. I–II). Delhi: Rupa Publications India.
16. Harshananda, S. (2021). *Hindu gods and goddesses*. Mylapore, Madras: Shri Ramakrishna Math.
17. *Hindu philosophy of life and Indian thinkers*. (2024). New Delhi: Motilal Banarasidas and Bharatiya Vidya Adhyayan Kendra.

**Additional Readings:**

1. काणे, पी. वी. (1992). *धर्मशास्त्र का इतिहास* (हिन्दी अनुवादक - अर्जुन चौबे कश्यप). लखनऊ: उत्तर प्रदेश हिंदी संस्थान।
2. *Encyclopedia of Hinduism* (2012). 11 vols. New Delhi: Rupa; International edition, Mandala Publications, USA, 2013.

**Credits - 3**
**Hours - 45**

## MD 5: Vedic Mathematics and Jyotiiṣa

**Course Objectives:**

1. To introduce learners to the ancient Indian knowledge systems of Vedic Mathematics and Jyotisha (astrology).
2. To present a brief history of Indian mathematics and astrology, along with key texts associated with these disciplines.
3. To describe the purpose, outcomes and significance of astronomical calculations and triadic mathematical rules in ancient India.
4. To provide detailed insights into the distinct features of ancient Indian mathematical formulas, including early concepts of algebra, calculus and number theory.
5. To familiarize learners with the foundational and applied aspects of the ancient Indian mathematical system—such as concepts of number, digit, zero, infinity, decimal system and square roots.
6. To appraise major Indian methods and systems of astronomical observation and their relevance to ancient scientific thought.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Describe the ancient Indian knowledge on mathematical and astronomical systems.
2. List the ancient Indian texts and authors to establish the lineage of mathematical and astronomical tradition.
3. Give details about the text of Vedic Mathematics authored by Swami Bhartikrishna Teerth.
4. Describe the formulas of the arithmetic, algebra and geometry along their mathematical as well as astronomical applications.
5. Appreciating the ancient systems and means of observation for astronomical calculations.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| MD 5 | Vedic Mathematics and Jyotiiṣa | 03 | 0 | 0 | 03 |

**Details of Course:**

**Unit I Lagadha Jyotiṣa.** **Credit 0.5**

- Lagadha Jyotiṣa - Aims and outcome of Astronomical Measurement.
- Importance of Mathematics and Three Variable Rules.

**Unit II Vedic Mathematics.** **Credit 0.5**

- Vedic Mathematics - Swami Srī Bhāratī Kṛṣṇatīrtha (First 5 Sutras).
- Technical Terms - Types of Mathematics (Algebra)
- Abstract.
- Calculus.
- Number theory Applied Kinetic Science.
- Static Science etc. (Number, Digits, Zero, Infinite, Decimal, Squire, Squire-root, Cube, Cube-root, Hypotenuse, Arc, Sine, Cosine, Tangent, Volume, Root, Surd, Equation, String, Angle

**Unit III Introduction to Indian Mathematics and Astronomy.** **Credit 1**

- Brief History of Indian Mathematics and Astronomy.
- Vedāṅga Jyotitiṣa.
- Śulbasūtra.
- Pacasiddhāntikā.
- Suryasiddhānta.
- Āryabhaṭṭa Prathama.
- Varāhamihira, Brahmagupta.
- Āryabhaṭṭa Dvitīya.
- Ṣṛīpati.
- Bhāskarācārya.
- Kamalākara.
- Jayasimha.

**Unit IV Astronomical Measurements.** **Credit 1**

- Ancient Activities and Observatories for Astronomical Measurement.
- Nādivalayayaja.
- Yāgyottarīturīyantra.
- Samrāṭpalabhāyatra.
- Śaṅkuyantra.
- Tārāmaṇdala.
- Cakrayantra.
- Yāmyottaradharātalīyaturīyayantra.
- Krāntivṛttayantra.
- Tulāmakararāśivalayayantra-karka-Ṣaṣṭhānśayantra – Jaipur Observatory (Built by Jaisingh), Observatory at Kashi, Jantar-Mantar (Delhi)

**Essential/Recommended Readings/Texts:**

1. Jagadguru Swami Sri Bharati Krsna Tirthaji Maharaja. (1965). *Vedic mathematics*. Delhi: Motilal Banarasidass.
2. Aryabhata. (1976). *Aryabhatiya of Aryabhata, with the commentary of Bhaskara I and Somesvara* (K. S. Shukla, Ed.). New Delhi: Indian National Science Academy.

3. सूर्यसिद्धान्त, पं. श्री कपिलेश्वर शास्त्री मैथिल विरचित शास्त्री विरचित श्री तत्त्वामृतभाष्योपपत्ति टिप्पणी सहित. (1987). वाराणसी: चौखम्बा संस्कृत संस्थान।
4. लगधज्योतिष (याजुष् व आर्य संस्करण) - लगधाचार्य सोमाकर, सुधाकर भाष्य, लघुविवरण संस्कृत टीका, विस्तृत भूमिका, सान्वयानुवाद व सुयशा हिन्दी टीका सहित. (2008). डॉ. पुनीता शर्मा, नाग पब्लिशर्स, दिल्ली।

**Additional Readings:**

1. गोरखप्रसाद. (1974). *भारतीय ज्योतिष का इतिहास*. लखनऊ: उत्तर प्रदेश हिन्दी संस्थान, हिन्दी समिति ग्रन्थमाला।
2. दीक्षित, श. ब. (1990). *भारतीय ज्योतिष* (मूलतः मराठी में; हिन्दी अनुवाद: शिवनाथ झारखण्डी). लखनऊ: उत्तर प्रदेश हिन्दी संस्थान, हिन्दी समिति ग्रन्थमाला।
3. शर्मा, क. द. (1994). *वेधशाला परिचय*. दिल्ली: लालबहादुर शास्त्री राष्ट्रीय संस्कृत विद्यापीठ।
4. द्विवेदी, भ. (2002). *आचार्य वराहमिहिर का ज्योतिष में योगदान*. दिल्ली: रञ्जन पब्लिकेशन।

**Credits - 3**
**Hours - 45**

## MD 6: Indian Foreign Policy

**Course Objectives:**

1. To develop a comprehensive understanding of the evolution and dynamics of India's foreign policy since independence.
2. To examine the enduring themes, principles and strategies guiding India's external engagement.
3. To assess India's relations with major powers and regions, focusing on their implications for national security and global positioning.
4. To critically evaluate the domestic, regional and international determinants shaping foreign policy decisions.
5. To equip students with analytical tools to understand contemporary challenges and future trajectories of India's diplomacy in a rapidly changing global order.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Define and analyse the determinants of Indian foreign policy, including the role of ideas, institutions and leadership.
2. Critically evaluate the phases and shifts in India's foreign policy from 1947 to the present.
3. Demonstrate a nuanced understanding of India's bilateral and multilateral relations.
4. Assess India's strategic interests in South Asia, extended neighbourhoods and global arenas.
5. Engage with debates surrounding strategic autonomy, non-alignment, Indo-Pacific and diaspora diplomacy.
6. Develop skills in policy analysis, case study presentation and critical debate on foreign policy issues.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| MD 6 | Indian Foreign Policy | 03 | 0 | 0 | 03 |

**Details of Course:**

**Unit I Introduction, Structure and Determinants of India's Foreign Policy. Credit 0.5**

- The meaning of foreign policy and its relation to national interest.
- Determinants of India's foreign policy.
- Formative Ideas of Indian Foreign Policy: Strategic Autonomy, Non-Alignment, Directive Principles of State Policy and Panchsheel.
- Institutions, Actors and Personalities in the Making of India's Foreign Policy (Parliament, Cabinet, Political parties, Pressure Groups, Foreign Policy Planning, Bureaucracy, Military, National Security Council)

**Unit II Phases in India's Foreign Policy.** **Credit 1**

- 1947-1962: Optimistic Non-Alignment.
- 1962-1971: Conflicts and Change.
- 1971-1991: A Regional Security Provider.
- 1991-2013: Globalisation and New Partnerships.
- 2013-2022: Foreign Policy with a New Vigour.

**Unit III India's Foreign Relations.** **Credit 1**

- India and South Asia: Major Issues and their implications for National Security.
- Extended neighbourhood: West Asia, Central Asia and Southeast Asia.
- Key bilateral relations: United States, Russia, France, China, Japan, Israel, Africa.

**Unit IV India's Foreign Policy in Changing Times.** **Credit 0.5**

- India's Foreign Policy and the Indo-Pacific Region.
- India's Foreign Policy towards the West.
- Multilateral Institutions and India's Foreign Policy.
- Diaspora and foreign policy.

**Essential/Recommended Readings/Texts:**

1. Appadorai, A. (1949). India's foreign policy. *International Affairs, 25*(1).
2. Mohan, C. R. (2003). *Crossing the Rubicon: The shaping of India's new foreign policy*. New Delhi: Viking.
3. Ganguly, S., & Mukherji, R. (2011). *India since 1980*. Cambridge: Cambridge University Press.
4. Nehru, J. (2012). *The discovery of India*. New Delhi: Penguin.
5. Khilnani, S., et al. (2013). *Non-alignment 2.0: A foreign and strategic policy for India in the twenty-first century*. New Delhi: Penguin.
6. Malone, D. M., Mohan, C. R., & Raghavan, S. (Eds.). (2015). *The Oxford handbook of Indian foreign policy*. Oxford: Oxford University Press.
7. Pant, H. (2016). *Indian foreign policy: An overview*. Manchester: Manchester University Press; Hyderabad: Orient BlackSwan.
8. Pant, H. (2019). *Indian foreign policy: The Modi era*. New Delhi: Har Anand.
9. Jaishankar, S. (2020). *The India way: Strategies for an uncertain world*. New Delhi: HarperCollins.

**Additional Readings:**

1. Appadorai, A. (1981). *The domestic roots of India's foreign policy, 1947–1972*. Oxford: Oxford University Press.
2. Rajan, M. S. (1997). *Recent essays on India's foreign policy*. Delhi: Kalinga Publications.
3. Thakur, R. (1992). India after nonalignment. *Foreign Affairs, 71*(2).
4. Garver, J. (2001). *Protracted contest: Sino-Indian rivalry in the twentieth century*. Seattle: University of Washington Press.
5. Dixit, J. N. (2004). *Makers of India's foreign policy*. New Delhi: HarperCollins.

6. Raghavan, S. (2010). *War and peace in modern India: A strategic history of the Nehru years*. New Delhi: Permanent Black.
7. Malone, D. M. (2012). *Does the elephant dance? Contemporary Indian foreign policy*. Oxford: Oxford University Press.
8. Cohen, S. P. (2013). *Shooting for a century: The India-Pakistan conundrum*. New Delhi: HarperCollins.
9. Sidhu, W. P. S., Mehta, P. B., & Jones, B. (2013). *Shaping the emerging world: India and the multilateral order*. Washington, DC: Brookings Institution Press.
10. Abraham, I. (2014). *How India became territorial: Foreign policy, diaspora, geopolitics*. Stanford: Stanford University Press.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Participation in workshops/seminars on Indian diplomacy, South Asia, or Indo-Pacific geopolitics.
2. Writing assignments on key policy shifts (e.g., India's 1971 intervention in Bangladesh, Look East/Act East policy, Indo-Pacific strategy).
3. Short video/infographic production explaining a foreign policy doctrine (e.g., Non-Alignment, Gujral Doctrine, Modi's Neighbourhood First).
4. Simulation/role play exercises such as Model SAARC, BRICS, or UNSC discussions.
5. Case study presentation (e.g., India–US nuclear deal, Doklam standoff, India's role in UN peacekeeping).
6. Policy memo writing on a contemporary issue (e.g., India's approach to QUAD, relations with West Asia, or climate diplomacy).
7. Book/article review (e.g., Jaishankar's The India Way or Raja Mohan's Crossing the Rubicon).

**Credits - 3**
**Hours - 45**

## MD 7: Political Thought in Sanskrit Literature

**Course Objectives:**

1. To familiarize learners with the concept and evolution of political thought in Sanskrit literature.
2. To introduce the Dharmaśāstra texts as foundational sources of Indian political philosophy.
3. To acquaint students with the various dimensions of Sanskrit political thought and the institutions of polity reflected in classical texts.
4. To underline the contributions of the Vedic Saṁhitās, Mahābhārata, Purāṇas, Kautilya's Arthaśāstra and Nītiśāstra in shaping the tradition of Sanskrit political thought.
5. To describe the nature and classifications of the state as found in the Smriti literature.
6. To highlight the key theories of ancient Indian polity, including Saptāṅga, Maṇḍala, Ṣāḍguṇya, Caturvidha Upāya and related concepts.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Give introduction to the concept of political thought in Sanskrit literature.
2. Describe the fundamental concepts of Bhāratīya political thoughts discussed in ancient Sanskrit texts.
3. List the prominent texts pertaining to the Bharatiya political thought in Sanskrit including Vedas, Mahābhārata, Purāṇas, Arthaśāstra and Nītiśāstra.
4. Spread awareness about focal aspects of Bhāratīya political thoughts and institutions of polity.
5. Evaluate the contribution of Smriti literature in shaping the Bharatiya political thought in Sanskrit.
6. Write short notes upon the Sanskrit political thoughts described in Saptāṅga, Maṇḍala, Ṣāḍguṇya, Chaturvidha Upāy etc.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| MD 7 | Political Thought in Sanskrit Literature | 03 | 0 | 0 | 03 |

**Details of Course:**

**Unit I Name and Sources of Ancient Bhāratīya Political Thought. Credit 1**

- Various Names of Ancient Bhāratīya Political Treatises: 'Daṇḍanīti', 'Arthshastra', 'Dharmaśāstra', 'Rajshastra', 'Nītiśāstra'.
- Sources of Ancient Bhāratīya Political Thought: Vedic Literature, Rāmāyaṇa, Mahābhārata, Purāṇa, Dharmaśāstra, Nītiśāstra

- Prominent Bhāratīya Political Thinkers: Manu, Śukrācārya, Kautilya, Kāmandaka, Somadeva Suri

**Unit II Nature and Types of the State. Credit 1**

- Nature of the State - Arthaśāstra (6.1) and Manusmṛti (9.294).
- Types of the State - Rājya, Svarājya, Bhojya, Vairājya, Mahārājya, Sāmarājya (Aitreya Brāhmaṇa, 8.3.13-14; 8.4.15-16).

**Unit III Ancient Bhāratīya Political Thought: Origin and Development. Credit 1**

- Vedic Literature - Election of King by the People 'Visas' in Vedic period: (Ṛgveda,10.173;10.174, Atharvaveda, 3.4.2; 6.87.1-2), Parliamentary Institutions: 'Sabhā, 'Samiti' and 'Vidatha'
- Post Vedic literature - Kautilya's concept of the Welfare State (Arthaśāstra, 1.13); Essential Qualities of King (Arthaśāstra, 6.1.16-18); Duties of King and State 'Rajadharma' (Mahābhārata, Śāntiparva, 120.1-15; Manusmṛti, 7.1-15; Śukranīti, 1.1-15), Constituent Elements (Somadeva's Nītivākyāmṛta, 9.1.18 and, 19.1.10).

**Unit IV Cardinal Theories of Ancient Bhāratīya Polity. Credit 1**

- Saptāṅga' Theory: Svāmī, Amātya, Janapada, Pura, Kośa, Daṇḍa and Mitra.
- 'Maṇḍala' Theory of Inter-State Relations.
- 'Ṣāḍguṇya' Policy of war and peace Diplomacy: Sandhi, Vigraha, Yāna, Āsana, Saṁśraya and Dvaidhībhāva.
- 'Chaturvidha Upāy' for balancing of power of state: Sāma, Dāma, Daṇḍa, Bheda.
- Three types of State Power 'Śakti': Prabhu Śakti, Mantra Śakti and Utsāha Śakti.

**Essential/Recommended Readings/Texts:**


1. H.H. Wilson, trans. (1946). *Ṛgveda Samhitā* (6 vols.). Bangalore: Bangalore Printing & Publishing Co.
2. H.P. Shastri. (1952–1959). *Mahabharata* (7 vols.). London.
3. H.P. Shastri, trans. (1952–1959). *Ramayana of Valmiki* (3 vols.). London.
4. S.K. Belvalkar. (1954). *Mahabharata: Santi Parvam*.
5. J.R. Gharpure. (1956). *Teaching of Dharmashastra*. Lucknow: Lucknow University.
6. U.N. Ghosal. (1959). *A history of Bhāratīya political ideas*. Bombay: Oxford University Press.
7. R.P. Kangle, ed. (1965). *Arthashastra of Kautilya*. Delhi: Motilal Banarsidas.
8. K.P. Jayaswal. (1967). *Hindu Polity*. Bangalore.
9. R.T.H. Griffith, trans. (1896–1897; reprint 1968). *Atharvaveda Samhita* (2 vols.).
10. उदयवीर शास्त्री, अनुवाद, (1968), *कौटिल्यीय अर्थशास्त्र*, दिल्ली : मेहरचन्द लक्ष्मनदास।
11. ब्रह्मशंकर मिश्र. (1968), *शुक्रनीति* (हिन्दी अनुवाद), वाराणसी : चौखम्भा संस्कृत सीरीज।
12. A.S. Altekar, (1973), *State and government in ancient India*, Delhi: Motilal Banarsidas.
13. प्रेमकुमारी दीक्षित, (1977), *प्राचीन भारत में अन्तराष्ट्रीय सम्बन्ध*, लखनऊ : उत्तर प्रदेश हिन्दी ग्रन्थ अकादमी।
14. कौटिल्य अर्थशास्त्र, वाचस्पति गैरोला, वाराणसी.

15. कौटिल्य अर्थशास्त्र, संस्कृत टीका सहित, सम्पादक – टी. गणपति शास्त्री, त्रिवेन्द्रम्.
16. प्रकाश नारायण नाटाणी, *प्राचीन भारत में राजनीतिक विचारक*. जयपुर : पोइन्टर पब्लिशर्स।
17. शशि तिवारी, (2013), *संस्कृत साहित्य में राष्ट्रवाद एवं भारतीय राजशास्त्र*, दिल्ली: विद्यानिधि प्रकाशन।

**Additional Readings:**

1. Sinha, K. N. (1938). *Sovereignty in ancient Bharatiya polity*. London.
2. Verma, V. P. (1954). *Studies in Hindu political thought and its metaphysical foundations*. Delhi.
3. Law, N. S. (1960). *Aspect of ancient Bharatiya polity*. Calcutta.
4. Saletore, B. A. (1963). *Ancient Bharatiya political thought and institutions*. Bombay.
5. Beni Prasad. (1968). *Theory of government in ancient India*. Allahabad.
6. Maheshwari, S. R. (n.d.). *Local government in India*. New Delhi: Orient Longman.
7. Sharma, R. S. (1996). *Aspects of political ideas and institutions in ancient India*. Delhi.

**Credits - 3**
**Hours - 45**

## MD 8: International Political Economy

**Course Objectives:**

1. To provide students with a systematic understanding of International Political Economy (IPE) as a sub-discipline of International Relations.
2. To explore key theories, concepts and institutions that shape the international economic order.
3. To critically analyse the relationship between politics and economics in shaping trade, finance, production and development.
4. To examine the role of international institutions, regional groupings and global governance mechanisms in regulating economic relations.
5. To equip students with skills to evaluate globalisation, crises, sanctions and North-South dynamics in contemporary IPE.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Define the scope and approaches of IPE and its significance in world politics.
2. Compare and contrast the theoretical perspectives of Liberalism, Mercantilism, Structuralism and Constructivism in IPE.
3. Analyse the evolution and functioning of trade and monetary regimes such as Bretton Woods, IMF, IBRD, GATT and WTO.
4. Assess the impact of regional integration (ASEAN, EU, NAFTA/USMCA, SAARC) on the world economy.
5. Evaluate the implications of globalisation, economic crises, sanctions and structural adjustment programmes for the Global South, with a focus on India.
6. Apply theoretical insights to real-world case studies such as the 1998 Asian Financial Crisis, the 2008 global financial crisis and WTO dispute settlement involving developing countries.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| MD 8 | International Political Economy | 03 | 0 | 0 | 03 |

**Details of Course:**

**Unit I Introduction to International Political Economy.** **Credit 0.5**

- Defining IPE: meaning, concept and significance.
- The four levels of analysis: Global, Interstate, State and Individual.
- The five IPE Structures: production, trade, finance, security and knowledge.

**Unit II Theories of International Political Economy.** **Credit 1**

- The Liberal perspective.
- The Mercantilist perspective.
- The Structural perspective.
- The Constructivist perspective.

**Unit III International Monetary and Trade Regime.** **Credit 0.5**

- The Bretton Woods System: IMF and IBRD.
- GATT trade negotiations rounds.
- The Uruguay Round and the establishment of the WTO.
- Issues of trade: tariffs vs. non-tariff barriers, goods, services, agriculture, intellectual property rights.
- East Asian Crisis 1998 and the 2008 financial crisis.

**Unit IV Regional Integration.** **Credit 1**

- Regional trade agreements and the WTO: conflict or compatibility?
- G7, G77, ASEAN, EU, NAFTA (USMCA) and MERCOSUR
- Political economy in India and South Asia.

**Unit V Globalization and the Global North and South.** **Credit 1**

- Concept of Globalization.
- Developed vs. the developing world.
- Structural Adjustment Programme.
- Dispute Settlement Mechanism and developing countries with reference to India.
- Linkages between economic factors and conflicts.
- Economic Sanctions.

**Essential/Recommended Readings/Texts:**

1. Gilpin, R. (2001). *Global political economy: Understanding the international economic order*. Princeton: Princeton University Press.
2. Frieden, J., Lake, D., & Lawrence, J. B., eds. (2010). *International political economy* (5th ed.). New York: W.W. Norton.
3. Walter, A., & Sen, G. (2009). *Analyzing the global political economy*. Princeton: Princeton University Press.
4. Ravenhill, J. (2011). *Global political economy* (3rd ed.). Oxford: Oxford University Press.
5. Oatley, T. (2012). *International political economy: Interests and institutions in the global economy* (5th ed.). London: Pearson Longman.
6. Balaam, D. N., & Dillman, B. (2019). *Introduction to international political economy* (7th ed.). London: Routledge.

**Additional Readings:**

1. Strange, S. (1994). *States and markets*. London: Continuum.

2. Mansfield, E. D., ed. (2004). *International conflict and the global economy*. Philadelphia: University of Pennsylvania Press.
3. Helleiner, E. (2014). *The status quo crisis: Global financial governance after the 2008 meltdown*. Oxford: Oxford University Press.
4. Rodrik, D. (2011). *The globalization paradox: Democracy and the future of the world economy*. New York: W.W. Norton.
5. Keohane, R. O., & Nye, J. (2012). *Power and interdependence*. London: Longman.
6. Bayne, N., & Woolcock, S., eds. (2016). *The new economic diplomacy: Decision-making and negotiation in international economic relations*. London: Routledge.
7. Batra, A. (2018). Political economy in South Asia. In S. Hua (Ed.), *Routledge handbook of politics in Asia*. London: Routledge.
8. Omeje, K., ed. (2018). *Extractive economies and conflicts in the global South*. London: Routledge.
9. Tooze, A. (2018). *Crashed: How a decade of financial crises changed the world*. London: Penguin.
10. Chaterjee, C. (2020). *Economic diplomacy and foreign policy-making*. London: Palgrave.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Participation in workshops/seminars on WTO, globalization, or international trade regimes.
2. Writing assignments on case studies (e.g., India and WTO disputes, 1998 Asian crisis, 2008 financial crisis).
3. Producing short videos/infographics explaining IPE theories or key concepts (e.g., Bretton Woods, Structural Adjustment Programmes).
4. Simulation/role play exercises such as Model WTO or IMF negotiations.
5. Presentation of a case study on globalization's impact on India's economy, sanctions on Iran/Russia, or US–China trade war.
6. Policy memo writing on India's trade strategy in WTO, Indo-Pacific economic cooperation, or response to global crises.
7. Book/article review (e.g., Rodrik's Globalization Paradox or Gilpin's Global Political Economy)

**Credits – 2**
**Hours - 30**

## MD 9: Soft Skills

**Course Objectives:**

1. To build effective interpersonal and communication skills.
2. To enhance self-awareness, emotional intelligence, and teamwork.
3. To prepare students for interviews, group discussions, and workplace interactions.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Communicate effectively in professional contexts.
2. Collaborate in teams and exhibit leadership.
3. Apply time management, emotional intelligence, and professional etiquette.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| MD 9 | Soft Skills | 03 | 0 | 0 | 03 |

**Details of Course:**

**Unit I Communication Skills.** **Credit 1**

- Verbal and non-verbal communication
- Active listening and presentation skills
- Public speaking and articulation

**Unit II Interpersonal and Team Skills.** **Credit 1**

- Empathy, rapport-building
- Conflict resolution and teamwork dynamics
- Leadership and motivation

**Unit III Personal Effectiveness.** **Credit 1**

- Emotional intelligence and self-awareness
- Goal setting and time management
- Stress management techniques

**Unit IV Professional Skills.** **Credit 1**

- Resume writing and interview preparation
- Group discussions and workplace etiquette
- Digital communication and social media conduct

**Essential/Recommended Readings/Texts:**

1. *Soft Skills* by Alex & S. Chand
2. *Personality Development and Soft Skills* by Barun K. Mitra
3. *Business Communication and Soft Skills* by K. Alex
4. *The 7 Habits of Highly Effective People* by Stephen R. Covey
5. *Emotional Intelligence* by Daniel Goleman

**Credits – 2**
**Hours - 30**

## MD 10: Philosophical Literature in Sanskrit

**Course Objectives:**

1. To introduce students to the key philosophical schools of Sanskrit literature.
2. To explore the central texts and concepts of major Indian philosophical traditions.
3. To develop the skills to analyze and interpret ancient Sanskrit texts in their philosophical context.
4. To understand the application of ancient Indian philosophical thought in modern contexts.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Identify and describe the major schools of Indian philosophy (Vedānta, Nyāya, Sāṃkhya, Yoga, etc.) and their foundational Sanskrit texts.
2. Analyze and interpret selected Sanskrit philosophical texts in their historical and cultural context.
3. Explain key philosophical concepts such as *Brahman*, *Ātman*, *mokṣa*, *pramāṇa*, and their interrelations.
4. Compare different philosophical traditions and their approaches to reality, knowledge, and liberation.
5. Apply insights from ancient Indian philosophy to contemporary discussions on science, spirituality, ethics, and modern thought.
6. Develop critical thinking skills through the study of logical reasoning, metaphysical inquiry, and ethical perspectives of Indian philosophical schools.
7. Demonstrate the ability to relate classical philosophical concepts to modern intellectual and social challenges.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| MD 9 | Soft Skills | 03 | 0 | 0 | 03 |

**Details of Course:**

**Unit I Introduction to Sanskrit Philosophical Literature.** **Credit 1**

- **Focus:** Overview of major philosophical schools in Sanskrit literature, such as Vedanta, Nyaya, Sankhya, and others.
- **Skills:** Understanding key philosophical concepts such as the nature of reality, knowledge, and liberation, and their textual foundations in classical Sanskrit literature.
- **Readings:**
    - Bhagavad Gita
    - Tattvabodha by Shankaracharya

**Unit II Vedantic Philosophical Texts. Credit 1**

- **Focus:** Exploration of Vedanta philosophy, including its core concepts like non-dualism, Brahman (the absolute reality), and Atman (the individual soul).
- **Skills:** Analyzing Vedantic texts to understand the philosophy of non-duality, self-realization, and the relationship between Atman and Brahman.
- **Readings:**
    - **Upanishads** (selected chapters, focusing on central texts like Isha, Kena, and Mundaka Upanishads)
    - **Brahma Sutras** (selected chapters focusing on the nature of reality and liberation)

**Unit III Classical Systems of Indian Philosophy. Credit 1**

- **Focus:** Study of other classical Indian philosophical schools like Nyaya, Sankhya, and Yoga, focusing on their methods of logical reasoning, metaphysical inquiry, and ethics.
- **Skills:** Understanding how each philosophical system deals with logic, epistemology, metaphysics, and the concept of liberation.
- **Readings:**
    - Yoga Sutras of Patanjali.
    - Nyaya Sutras of Gautama

**Unit IV Contemporary and Modern Interpretations of Sanskrit Philosophy. Credit 1**

- **Focus:** Exploration of modern interpretations of classical Sanskrit philosophical texts, and how ancient philosophical ideas are applied to contemporary issues like science, spirituality, and ethics.
- **Skills:** Interpreting and applying ancient philosophical concepts to contemporary philosophical discourse.
- **Readings:**
    - The Philosophy of the Upanishads by Paul Deussen
    - Sankara's Commentary on the Bhagavad Gita (selected sections)

**Essential/Recommended Readings/Texts:**


1. Śaṅkarācārya. (8th century). Tattvabodha.
2. Śaṅkarācārya. (8th century). Bhagavadgītā-bhāṣya [Commentary on the Bhagavad Gītā].
3. Gautama. (circa 2nd century BCE–2nd century CE). Nyāya-sūtra.
4. Patañjali. (circa 2nd century BCE). Yoga-sūtra.
5. Bādarāyaṇa. (circa 2nd century BCE). Brahma-sūtra.
6. Īśa Upaniṣad. (circa 800–600 BCE).
7. Kena Upaniṣad. (circa 800–600 BCE).
8. Muṇḍaka Upaniṣad. (circa 600 BCE).
9. Vyāsa. (circa 4th century BCE). Bhagavad Gītā.
10. Deussen, P. (1906). The philosophy of the Upanishads. Edinburgh: T. & T. Clark.

# POOL OF
# SKILL ENHANCEMENT COURSES

**Credits - 2**
**Hours - 30**

## SEC 1: Web Application Development for Sanskrit - I (Basics)

**Course Objectives:**

1. To introduce fundamental concepts of web applications with Sanskrit content.
2. To train students in the basics of HTML, CSS and Unicode typing in Devanāgarī.
3. To enable students to design simple Sanskrit-friendly static web pages.
4. To encourage the integration of Sanskrit with digital platforms.

**Learning outcomes:**

After the completion of the course, the students will:

1. Describe the structure of a basic web application (front end, server, back end).
2. Write and style simple web pages using HTML and CSS.
3. Use Unicode typing tools for Sanskrit text input.
4. Publish a basic Sanskrit web page (static).

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical / Practice | |
| SEC 1 | Web Application Development for Sanskrit - I (Basics) | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I Introduction to Web Applications for Sanskrit.** **Credit 0.5**

- Front End, Web Server.
- Back End: Concepts and relation.
- Web applications in Indian languages: Case studies.

**Unit II Basics of HTML and CSS.** **Credit 0.5**

- HTML tags, headings, paragraphs, links, images, tables.
- Basics of CSS for formatting Sanskrit text.
- Use of Unicode fonts in HTML documents.

**Unit III Unicode Typing Tools for Sanskrit.** **Credit 0.5**

- Devanāgarī Unicode: concepts and encoding.
- Computer typing programs, online tools, voice typing
- Practice: typing verses, subhāṣitas, ślokas.

**Unit IV Practical Web Page Design.** **Credit 0.5**

- Building a sample webpage with Sanskrit content (shloka display, vocabulary list).
- Formatting Sanskrit text with CSS.
- Introduction to GitHub Pages for free hosting.

**Essential/Recommended Readings/Texts**

1. Chandra, S. (2017). *मशीनी अनुवाद (Machine Translation)*. New Delhi: Vidya Nidhi Prakashana.
2. Chandra, S. (2021). *भाषासंगणन (Language Computing)*. New Delhi: Upasana Publications.
3. Various e-resources and online tools suggested by teachers.

**Additional readings**

1. W3Schools. "HTML Tutorial." https://www.w3schools.com/html/.
2. W3Schools. "CSS Tutorial." https://www.w3schools.com/css/default.asp.
3. W3Schools. "JS Tutorial." https://www.w3schools.com/js/default.asp.
4. W3Schools. "Python Tutorial." https://www.w3schools.com/python/default.asp.
5. W3Schools. "SQL Tutorial." https://www.w3schools.com/sql/default.asp.

**Credits - 2**
**Hours - 30**

## SEC 2: Introduction to War Technologies

**Course Objectives:**

1. To develop a foundational understanding of war technologies and their evolution.
2. To impart knowledge of key categories of military technology, their principles and applications.
3. To equip students with the ability to critically analyse technological innovations in warfare.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Understand the basic principles, components and classifications of war technologies.
2. Analyse the evolution of military technology from ancient to modern warfare.
3. Explain the operational utility of key systems in land, air, naval and cyber domains.
4. Critically assess the role of technology in shaping strategy, tactics and defence planning.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| SEC 2 | Introduction to War Technologies | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I Foundations and Historical Evolution of War Technologies. Credit 0.5**

- Definition, scope and significance of war technologies.
- Historical evolution: Ancient, Medieval, Industrial Age, Modern and Information Age warfare.
- Key milestones: metallurgy, gunpowder, mechanisation, nuclear weapons, digital warfare.
- Classification of war technologies: Conventional, unconventional, kinetic, non-kinetic.
- Impact of technological change on military strategy and doctrine.

**Unit II Land Warfare Technologies Credit 0.5**

- Small arms and infantry weapons: design, calibres and operational uses.
- Artillery systems: field artillery, howitzers, rocket artillery.
- Armoured vehicles and tanks: evolution, armour types and fire control systems.
- Battlefield mobility and engineering equipment.
- Surveillance and reconnaissance systems in land warfare.

**Unit III Naval, Air and Emerging Domains** **Credit 0.5**

- Naval warfare technologies: ships, submarines, aircraft carriers and naval weapons systems.
- Air warfare technologies: fighter aircraft, bombers, UAVs and precision-guided munitions.
- Missile systems: ballistic, cruise and anti-missile defence technologies.
- Space-based military assets: satellites, navigation, ISR (Intelligence, Surveillance, Reconnaissance).
- Cyber warfare tools, information warfare systems and AI in defence.

**Unit IV Future Trends, Ethics and Strategic Implications** **Credit 0.5**

- Emerging military technologies: hypersonic weapons, autonomous systems, directed energy weapons.
- Robotics and unmanned systems in all domains.
- Ethical issues and laws of armed conflict relating to technology.
- Strategic stability, arms race and proliferation concerns.
- Defence R&D, indigenous innovation and dual-use technologies.

**Essential/Recommended Readings/Texts:**

1. van Creveld, M. (1991). *Technology and war: From 2000 B.C. to the present*. New York: Free Press.
2. Freedman, L. (1993). *The evolution of nuclear strategy*. London: Palgrave Macmillan.
3. Gray, C. S. (1999). *Modern strategy*. Oxford: Oxford University Press.
4. Krepinevich, A. F. (2002). *The military-technical revolution: A preliminary assessment*. Washington, DC: Center for Strategic and Budgetary Assessments.
5. O'Hanlon, M. E. (2009). *The science of war: Defense budgeting, military technology, logistics and combat outcomes*. Princeton, NJ: Princeton University Press.
6. Boot, M. (2006). *War made new: Technology, warfare and the course of history, 1500 to today*. New York: Gotham Books.
7. Singer, P. W. (2009). *Wired for war: The robotics revolution and conflict in the 21st century*. New York: Penguin Books.

**Additional Readings:**

1. Keegan, J. (1976). *The face of battle*. New York: Vintage Books.
2. Builder, C. H. (1989). *The masks of war: American military styles in strategy and analysis*. Santa Monica, CA: RAND Corporation.
3. Arquilla, J., & Ronfeldt, D. (1993). *Cyberwar is coming*. Santa Monica, CA: RAND Corporation.
4. Gates, S., & Reich, S. (1994). *The political economy of military spending*. London: Routledge.
5. Biddle, S. (2004). *Military power: Explaining victory and defeat in modern battle*. Princeton, NJ: Princeton University Press.
6. Mahnken, T. G. (2008). *Technology and the American way of war since 1945*. New York: Columbia University Press.

7. Chivers, C. J. (2010). *The gun*. New York: Simon & Schuster.
8. National Research Council. (2014). *Emerging and readily available technologies and national security*. Washington, DC: The National Academies Press.
9. Sloan, E. C. (2017). *Modern military strategy: An introduction*. London: Routledge.
10. Gilli, A., & Gilli, M. (2019). *Military innovation and defence industry*. Oxford: Oxford University Press.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Participation in workshops on defence technology.
2. Writing assignments on specific weapons systems or technological innovations.
3. Producing short videos explaining a war technology.
4. Participation in simulation exercises or war games.
5. Presentation of a case study on technological impact in a historical battle.

**Credits - 2**
**Hours - 30**

## SEC 3: Conflict Resolution

**Course Objectives:**

1. To introduce students to the basic concepts, theories and approaches of conflict and its resolution.
2. To help students analyse causes, dynamics and consequences of different types of conflict.
3. To develop the ability to apply negotiation, communication and mediation skills in conflict situations.
4. To encourage students to critically reflect on peacebuilding, cooperation and problem-solving in diverse contexts.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the basic concepts, types and approaches to conflict resolution.
2. Analyse the causes and dynamics of conflict at interpersonal, societal and international levels.
3. Apply theoretical approaches and practical strategies of negotiation and mediation to case studies.
4. Describe the role of individuals, institutions and societies in peacebuilding and cooperative problem-solving.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| SEC 3 | Conflict Resolution | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I Understanding Conflict.** **Credit 1**

- Meaning, nature and types of conflict: interpersonal, group, organisational, community, international.
- Causes of conflict: structural, cultural, psychological.
- Positive and negative aspects of conflict.
- Approaches to studying conflict: psychological, sociological, political.

**Unit II Techniques of Conflict Resolution.** **Credit 0.5**

- Strategies: avoidance, accommodation, competition, compromise, collaboration.
- Communication skills in conflict resolution: active listening, empathy and assertiveness.
- Negotiation and Mediation: meaning, process and techniques.

- Arbitration and Conciliation.
- Dialogue and Facilitation.
- Track II and III Diplomacy.
- Power-Sharing Arrangements.

**Unit III Conflict Resolution in Practice. Credit 0.5**

- Conflict resolution in multicultural and diverse societies, Truth and Reconciliation Commissions (TRCs), UN Peacekeeping.
- Conflict resolution in academic and workplace settings.
- Role of youth in peacebuilding and conflict prevention.
- Introduction to peace education and non-violent communication.

**Essential/Recommended Readings/Texts:**

1. Bercovitch, J., & Jackson, R. (2009). *Conflict resolution in the twenty-first century: Principles, methods and approaches*. Ann Arbor: University of Michigan Press.
2. Fisher, R., Ury, W., & Patton, B. (2011). *Getting to yes: Negotiating agreement without giving in*. New York: Penguin.
3. Lederach, J. P. (2014). *The little book of conflict transformation*. Intercourse, PA: Good Books.
4. Ramsbotham, O., Woodhouse, T., & Miall, H. (2016). *Contemporary conflict resolution*. Cambridge: Polity Press.

**Additional Readings:**

1. Burton, J. W. (1996). *Conflict resolution: Its language and processes*. Lanham, MD: Scarecrow Press.
2. Galtung, J. (1996). *Peace by peaceful means: Peace and conflict, development and civilization*. London: Sage.
3. Mayer, B. (2000). *The dynamics of conflict resolution*. San Francisco: Jossey-Bass.
4. Kriesberg, L. (2012). *Constructive conflicts: From escalation to resolution*. Lanham, MD: Rowman & Littlefield.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Writing assignments on types and causes of conflict with reference to specific case studies.
2. Analysis of a real-world negotiation or mediation process and submission of a short report.
3. Presentation on the role of youth, community organisations, or international institutions in conflict resolution.
4. Group project: preparing a short “Conflict Resolution Action Plan” for a hypothetical or real-life scenario.
5. Critical reflection paper on the application of non-violent communication in academic or workplace settings.

**Credits - 2**
**Hours - 30**

## SEC 4: Web Application Development for Sanskrit - II (Advanced)

**Course Objectives:**

1. To advance from static web pages to dynamic web applications for Sanskrit.
2. To introduce students to JavaScript, Python basics and databases.
3. To encourage hands-on creation of Sanskrit digital tools (lexicons, quizzes).
4. To provide skills in publishing and managing Sanskrit e-resources online.

**Learning outcomes:**

After the completion of the course, the students will:

1. Write basic JavaScript functions to add interactivity in Sanskrit web apps.
2. Be able to explain basics of Python for backend applications.
3. Store and retrieve Sanskrit text using files/databases.
4. Create and deploy small Sanskrit learning tools.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical / Practice | |
| SEC 4 | Web Application Development for Sanskrit - II (Advanced) | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I JavaScript for Sanskrit Web Apps.** **Credit 0.5**

- Basics of JavaScript: variables, functions, events.
- Applications: random Sanskrit proverb display, interactive flashcards.

**Unit II Python Basics for Web Development.** **Credit 0.5**

- Syntax, input/output, simple scripts.
- Handling Sanskrit text files with Python.

**Unit III Data Storage and Databases.** **Credit 0.5**

- File-based storage of Sanskrit text.
- Introduction to SQL for Sanskrit text databases.
- Practice: storing ślokas and retrieving them via simple queries.

**Unit IV Project Work in Sanskrit Web Development.** **Credit 0.5**

- Building a simple web dictionary/glossary.
- Creating an online quiz with Sanskrit questions.
- Hosting projects on GitHub Pages or free servers.

**Essential/Recommended Readings/Texts**

1. Chandra, S. (2017). *मशीनी अनुवाद (Machine Translation)*. New Delhi: Vidya Nidhi Prakashana.
2. Chandra, S. (2021). *भाषासंगणन (Language Computing)*. New Delhi: Upasana Publications.

3. Various e-resources and online tools suggested by teachers.

**Additional readings**

1. HTML Tutorial. W3Schools. https://www.w3schools.com/html/.
2. CSS Tutorial. W3Schools. https://www.w3schools.com/css/default.asp.
3. JS Tutorial. W3Schools. https://www.w3schools.com/js/default.asp.
4. Python Tutorial. W3Schools. https://www.w3schools.com/python/default.asp.
5. SQL Tutorial. W3Schools. https://www.w3schools.com/sql/default.asp.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Participation in hands-on coding workshops.
2. Writing assignments on JS/Python code snippets.
3. Producing short demo videos of Sanskrit web tools
4. Participation in the Sastra Sanjeevani programme.
5. Presentation of the topic in the Vagvardhini Parishad.

**Credits - 4**
**Hours - 30**

## SEC 5: Computational Linguistics for Sanskrit

**Course Objectives:**

1. To introduce the concept of Computational Linguistics for Sanskrit and highlight its necessity for sustaining the language in the contemporary digital age.
2. To familiarize students with modern technologies and advancements in the fields of computational linguistics and language technology.
3. To facilitate the development of computational thinking and skills required to apply Sanskrit in various technological contexts.
4. To develop students' proficiency in the tools and techniques of computational linguistics, thereby enhancing their employability and potential for entrepreneurship.
5. To build technical dexterity in areas such as databases, database systems and the architecture of database systems relevant to Sanskrit language processing.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Describe the theoretical concepts of Computational Linguistics and its coherence with Sanskrit.
2. State the basic concepts of the various applied areas of Computational Linguistics.
3. Distinguish among Morphological analyzer, Speech Recognition, Speech synthesis, Text to Speech, Language analysis and so.
4. Write short notes on Natural language Interface, Language processing Text Processing and Machine Translation etc.
5. Apply the basic concept of databases for data Storage and survey of Computational Linguistics.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| SEC 5 | Computational Linguistics for Sanskrit | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I Theoretical Concepts of Computational Linguistics.** **Credit 1**

- Language and Communication.
- Levels of Language.
- Phonemes.
- Morphemes.
- POS.
- Lexicon.
- Syntax.
- Semantics.
- Discourse.
- Natural Language vs Artificial Language.

- Speech and Language.
- Grammars.
- Computer Intelligent Interaction (HCII).
- Human Processing of Languages vs Computer Processing of Natural Languages.
- Rule based vs Statistical Processing.
- Machine Learning.
- Annotation of Language.
- Standards.
- Unicode and Language Resources.

**Unit II Survey of the Sanskrit Computational Linguistics. Credit 1**

- Historical Overview.
- Milestones in Sanskrit NLP.
- Corpora & Resources.
- Methodologies & Approaches.
- Contemporary Research & Applications.

**Unit III Applied Areas of Sanskrit Computational Linguistics. Credit 1**

- Morphological Analyzer.
- Speech/Speaker Recognition.
- Speech Synthesis.
- Text to Speech.
- Language Analysis.
- Language Understanding.
- Language Generation.
- Natural Language Interface.
- Text Processing.
- Machine Translation.

**Unit IV Data Storage. Credit 1**

- An Introduction to Databases.
- Databases and Database Systems.
- Architecture of Database Systems.
- Historical Perspective of Database Systems.
- Basics of MS SQL Database.

**Alternatively for 2 Credits:**

**Unit I Foundations of Computational Linguistics. Credit 1**

- Language and Communication, Levels of Language, Phonemes, Morphemes, POS, Syntax, Semantics, Discourse.
- Human vs Computer Processing of Natural Languages.
- Grammars: Rule-based vs Statistical; Basics of Machine Learning.
- Language Resources: Annotation, Unicode standards, Corpora.

**Unit II Sanskrit Computational Linguistics: Survey & Application. Credit 1**

- Pāṇinian grammar and its influence on computational models.
- Key Tools & Resources: Sandhi splitters, compound analyzers, morphological analyzers, Sanskrit Wordnet, Digital Corpus of Sanskrit.
- Applied Areas: Speech recognition/synthesis, text processing, machine translation.
- Challenges: Inflectional morphology, free word order, multilingual links.
- Emerging Applications: NLP interfaces, AI-driven Sanskrit research.

**Essential/Recommended Readings/Texts:**


1. Grishman, R. (1986). *Computational linguistics: An introduction*. Cambridge University Press.
2. Gazdar, G., & Mellish, C. (1989). *NLP in Lisp*. Addison Wesley.
3. Gazdar, G., & Mellish, C. (1989). *NLP in Prolog*. Addison Wesley.
4. Bharti, A., Sangal, R., & Chaitanya, V. (1990). NL, complexity theory and logic. In *Foundations of software technology and theoretical computer science*. Springer.
5. Grosz, B. J., et al. (Eds.). (1990). *Readings in NLP*. Morgan Kaufmann.
6. Jurafsky, D., & Martin, J. H. (2000). *Speech and natural language processing*. Prentice Hall.
7. Elmasri, R., & Navathe, S. B. (2006). *Fundamentals of database systems* (5th ed.). Pearson Education.
8. Mitkov, R. (Ed.). (2005). *The Oxford handbook of computational linguistics*. Oxford University Press.
9. Lambert, K. A. (2011). *Fundamentals of Python: First programs*. Cengage Learning.
10. Jha, G. N. (Ed.). (2010). *Sanskrit computational linguistics*. Springer Verlag.
11. Chandra, S. (2017). *मशीनी अनुवाद [Machine translation]*. Vidya Nidhi Prakashana.
12. Chandra, S. (2021). *भाषासंगणन [Language computing]*. Upasana Publications.


**Additional Readings:**


1. Grishman, R. (1986). *Computational linguistics: An introduction*. Cambridge University Press.
2. Huet, G., Kulkarni, A., & Scharf, P. (Eds.). (2009). *Sanskrit computational linguistics symposium 1–2* (LNCS 5402). Springer Verlag.
3. Kulkarni, A., & Huet, G. (Eds.). (2009). *Sanskrit computational linguistics symposium 3* (LNCS 5406). Springer Verlag.
4. Chandra, S., & Jha, G. N. (2012). *Computer processing of nominal inflections in Sanskrit: Methods and implementations*. Cambridge Scholars Publishing.

**Credits - 2**
**Hours - 30**

## SEC 6: IT Skills and Data Analysis

**Course Objectives:**

1. To develop foundational IT skills relevant for academic and applied contexts in Sanskrit and Defence Studies.
2. To train students in data handling, spreadsheets and visualization.
3. To introduce students to basic statistical concepts using digital tools.
4. To prepare students for applied research and project work with digital resources.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Use word processing, spreadsheets and presentation tools for academic tasks.
2. Collect, organise and clean small datasets.
3. Perform basic descriptive statistics and simple data visualisations.
4. Apply IT tools in Sanskrit (text digitisation, word counts) and Defence Studies (data tables, graphs).
5. Gain confidence for further advanced courses in computational methods and R programming.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| SEC 6 | IT Skills and Data Analysis | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I Basic IT Tools.** **Credit 1**

- Word Processing: formatting documents, using Unicode (Devanagari for Sanskrit).
- Spreadsheets: MS Excel / Google Sheets basics.
- Presentation tools: creating effective slides (PowerPoint/LibreOffice Impress).

**Unit II Data Handling.** **Credit 1**

- Types of data: text, numeric, categorical.
- Entering, editing and organising data in spreadsheets.
- Importing/exporting data (CSV, TXT, XLS formats).
- Data cleaning: handling missing values, duplicates.

**Unit III Data Analysis & Statistics Basics.** **Credit 1**

- Descriptive statistics: mean, median, mode, variance, standard deviation.
- Frequency tables, cross-tabulation.
- Introduction to simple charts: bar, line, pie, histogram.
- Case study examples: word frequency in Sanskrit texts; defence budget allocations.

**Unit IV Practical Applications.** **Credit 1**

- Using online tools and simple software for text analysis (e.g., word cloud generators, text frequency counters).
- Building simple dashboards in Excel/Sheets.
- Mini-projects:
    - Sanskrit: digitise a verse passage, analyse word counts.
    - Defence: collect open-source data (e.g., World Bank, government reports) and create charts.

**Essential/Recommended Readings/Texts:**


1. Shelly, G. B., & Vermaat, M. E. (2011). *Discovering computers: Fundamentals*. Cengage Learning.
2. Kuhn, M., & Johnson, K. (2013). *Applied predictive modeling*. Springer.
3. Kuhn, M., & Johnson, K. (2013). *Applied Predictive Modeling. Springer*. (Introductory chapters for statistics basics).
4. Kuhn, Max and Kjell Johnson. *Applied Predictive Modeling*. Springer, 2013.
5. Microsoft. *Microsoft Excel Training*. Microsoft Learn. https://support.microsoft.com/excel
6. Google Sheets Training. Google Workspace Learning Center. https://support.google.com/a/users/answer/9282959
7. **Online Resource:** World Bank Data https://data.worldbank.org


**Additional Readings:**


1. Seefeld, K., & Linder, E. (2007). *Statistics using R with biological examples*.
2. Gujarati, D. N., & Porter, D. C. (2010). *Basic econometrics*. McGraw Hill.
3. Chivers, I., & Sleightholme, J. (2018). *Introduction to programming with Python*. Springer.
4. Anderson, D. R., Sweeney, D. J., & Williams, T. A. (2019). *Statistics for business and economics*. Cengage Learning.
5. **Websites/Tools:**
    - CRAN R Project. https://cran.r-project.org.
    - RStudio. *RStudio Download*. https://posit.co/download/rstudio/.
    - CMIE. *ProwessIQ (CMIE Database)*. https://prowessiq.cmie.com.


**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Practical Lab Assignments like formatting Sanskrit text in Unicode, creating tables, cleaning small datasets in Excel/Sheets.
2. Short Quizzes on basics of IT, file formats and introductory statistics.
3. Spreadsheet Exercises to create frequency tables, simple charts and apply formulas (sum, average, standard deviation).
4. Group Activity for collecting a small dataset (e.g., verses, defence expenditure) and present findings using charts/tables.
5. Mini-Project/Report which can be an individual project (digitise a short Sanskrit passage for word counts, OR analyse defence-related data from open sources).

**Credits - 2**
**Hours - 30**

## SEC 7: Big Data Analytics

**Course Objective**

1. To introduce students to the concepts and tools of Big Data Analytics in a simplified and interdisciplinary way.
2. To train students in handling structured and unstructured datasets from Sanskrit texts and Defence studies.
3. To develop skills in data cleaning, analysis and visualisation using big data tools.
4. To encourage ethical and critical understanding of Big Data in cultural and strategic contexts.
5. To prepare students for applying analytics to research, policy and digital humanities.

**Learning Outcomes**

After studying this course, students will be able to:

1. Create the fundamentals of Big Data, its sources and applications.
2. Work with datasets (texts, defence reports, open data) using big data tools.
3. Apply data wrangling and exploratory analysis techniques.
4. Create visualisations and summaries from large datasets.
5. Critically evaluate the ethical and societal implications of Big Data in heritage and security contexts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| SEC 7 | Big Data Analytics | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I Introduction to Big Data.** **Credit 1**

- What is Big Data? Characteristics (Volume, Velocity, Variety, Veracity, Value).
- Big Data in Humanities (Sanskrit texts, cultural archives).
- Big Data in Defence Studies (strategic data, geospatial intelligence, security).
- Sources of Big Data: open data, government portals, cultural repositories.

**Unit II Tools and Technologies.** **Credit 1**

- Basics of Hadoop and Spark (conceptual introduction, not technical deep dive)
- Introduction to Python/R for big data basics.
- Databases and storage: relational vs. non-relational (SQL vs NoSQL).
- Cloud-based big data tools (Google BigQuery, AWS, Azure basics).

**Unit III Data Wrangling and Analysis.** **Credit 1**

- Data extraction and cleaning (structured & unstructured).
- Handling text data: tokenisation, frequency analysis, sentiment basics.
- Applications: Sanskrit corpus analysis (word patterns, sandhi tracking).
- Applications: Defence datasets (budget, conflict data, strategic indicators).

**Unit IV Data Visualisation and Applications.** **Credit 1**

- Visualisation tools: Tableau / Power BI / ggplot in R.
- Dashboards and storytelling with data.
- Mini-project: Sanskrit corpus OR Defence dataset analysis (student choice).
- Ethical issues: data privacy, cultural sensitivity, national security in big data.

**Essential/Recommended Readings/Texts:**


1. Mayer-Schönberger, V., & Cukier, K. (2013). *Big data: A revolution that will transform how we live, work and think*. London, UK: John Murray.
2. Marr, B. (2016). *Big data in practice*. Chichester, UK: Wiley.
3. White, T. (2015). *Hadoop: The definitive guide*. Sebastopol, CA: O'Reilly.
4. Wickham, H., & Grolemund, G. (2017). *R for data science*. Sebastopol, CA: O'Reilly.
5. World Bank. *World Bank Open Data*. https://data.worldbank.org


**Additional Readings:**


1. Feldman, R., & Sanger, J. (2007). *The text mining handbook*. Cambridge, UK: Cambridge University Press.
2. Provost, F., & Fawcett, T. (2013). *Data science for business*. Sebastopol, CA: O'Reilly.
3. Choudhury, A. (2021). *Big data analytics with Python*. Birmingham, UK: Packt.
4. CRAN R Project. https://cran.r-project.org.
5. CMIE. *ProwessIQ (CMIE Database)*. https://prowessiq.cmie.com.
6. Kaggle. *Kaggle Datasets*. https://www.kaggle.com/datasets.


**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Quizzes on concepts of Big Data, tools and ethical issues.
2. Lab Assignments on importing, cleaning and summarising datasets in R/Python.
3. Mini-exercises including word frequency analysis (Sanskrit text) or defence expenditure chart.
4. Visualisation Task involving the creation of 2–3 graphs/dashboards from open datasets.
5. Group Presentation on Cultural heritage OR Defence dataset case study.Mini-Projects based on independent analysis + visualisation of a chosen dataset.

**Credits - 3**
**Hours - 45**

## SEC 8: Introduction to Artificial Intelligence (AI)

**Course Objectives:**

1. To introduce the fundamentals of AI and its interdisciplinary relevance.
2. To connect AI concepts to applications in Sanskrit computational linguistics and Defence studies.
3. To build basic skills in AI tools (e.g., chatbots, simple classifiers, NLP basics).
4. To raise awareness of ethical issues in AI, especially in cultural and security contexts.
5. To encourage critical thinking on AI's role in heritage preservation and national defence.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the basic concepts and history of AI.
2. Recognise how AI applies to **language technologies** and **strategic/security domains**.
3. Use simple AI-driven tools for text analysis and decision support.
4. Apply basic AI concepts to Sanskrit text processing and Defence-related datasets.
5. Discuss ethical, cultural and security issues related to AI adoption.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credit |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| SEC 8 | Introduction to Artificial Intelligence (AI) | 03 | 0 | 0 | 03 |

**Details of Course:**

**Unit I Fundamentals of Artificial Intelligence.** **Credit 1**

- History and evolution of AI.
- Key concepts: intelligence, learning, reasoning, problem-solving.
- Types of AI: Narrow vs. General AI.
- Applications in Humanities and Defence.

**Unit II AI Tools and Techniques.** **Credit 1**

- Basics of Machine Learning (supervised vs unsupervised).
- Introduction to Natural Language Processing (NLP).
- Examples: Sanskrit word analysis, text classification.
- Defence applications: surveillance, decision support, geospatial data analysis.

**Unit III Practical Applications.** **Credit 1**

- AI in Sanskrit: morphological analyzers, machine translation, digital corpora.
- AI in Defence: predictive analytics, simulation, cybersecurity.
- Hands-on introduction to AI platforms (Google Colab, simple Python libraries).
- Mini-exercise: sentiment analysis of a text dataset.

**Unit IV Ethics, Society and Future of AI.** **Credit 1**

- AI and society: automation, jobs, education.
- Ethical issues: bias, privacy, cultural misrepresentation, military AI risks.
- AI in safeguarding cultural heritage.
- Student projects: propose an AI application in Sanskrit or Defence.

**Essential/Recommended Readings/Texts:**

1. Marr, B. (2018). *Artificial intelligence in practice*. Wiley.
2. Russell, S. J. (2019). *Human compatible: AI and the problem of control*. Viking.
3. Russell, S. J., & Norvig, P. (2021). *Artificial intelligence: A modern approach* (4th ed.). Pearson.
4. UNESCO. (2021). *Recommendation on the ethics of artificial intelligence*.
5. Jurafsky, D., & Martin, J. H. (2023). *Speech and language processing* (3rd ed., draft).

**Additional Readings:**

1. Chaturvedi, M., et al. (2020). *Sanskrit and AI: Exploring computational approaches* (Selected papers).
2. Marcus, G. (2020). *Rebooting AI*. Pantheon.
3. Alpaydin, E. (2021). *Introduction to machine learning*. MIT Press.
4. **Online resources:**
   - Google AI Education. https://ai.google/education/.
   - MIT OpenCourseWare: Artificial Intelligence. https://ocw.mit.edu/courses/artificial-intelligence/.
   - Kaggle Datasets. https://www.kaggle.com/datasets/

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Short quizzes on the basics of AI concepts and history.
2. Practical assignment on simple dataset analysis using AI tools (text classification or word frequency).
3. Mini lab tasks to test knowledge of the use of online AI platforms (Colab/Jupyter) for small NLP or data problems.
4. Case study analysis like AI in Defence or Sanskrit language processing.
5. Group presentation on AI applications: cultural preservation OR strategic defence.
6. Mini-project like proposing and demonstrating a small AI application with a report (e.g., Sanskrit text tagging, defence trend prediction).

**Credits - 3**
**Hours - 45**

## SEC 9: Introduction to Geographic Information Systems (GIS)

**Course Objectives:**

1. To introduce the fundamentals of GIS concepts, tools and applications.
2. To train students in handling spatial datasets and basic mapping techniques.
3. To apply GIS to Sanskrit studies (heritage mapping, cultural geography) and Defence studies (strategic geography, logistics).
4. To develop critical skills in spatial data analysis and visualisation.
5. To understand ethical and policy dimensions of geospatial data use.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the core principles and components of GIS.
2. Use GIS software (QGIS/ArcGIS) for basic map-making and analysis.
3. Handle spatial data (raster/vector) and perform simple geospatial operations.
4. Apply GIS to case studies in Sanskrit cultural heritage and Defence geography.
5. Critically assess ethical and strategic issues in geospatial technologies.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| SEC 9 | Introduction to Geographic Information Systems (GIS) | 03 | 0 | 0 | 03 |

**Details of Course:**

**Unit I Fundamentals of GIS.** **Credit 1**

- Definition, scope and applications of GIS.
- Key concepts: spatial data, raster vs. vector, layers.
- Coordinate systems and map projections.
- GIS in cultural studies (heritage mapping) and defence.

**Unit II GIS Tools and Data Sources.** **Credits 1**

- Introduction to QGIS/ArcGIS environment.
- Sources of geospatial data: Survey of India maps, OpenStreetMap, satellite imagery.
- Data formats: shapefiles, GeoTIFF, KML.
- Basics of data collection: GPS, mobile mapping apps.

**Unit III Spatial Analysis and Applications.** **Credit 1**

- Spatial queries: buffering, overlay, proximity analysis.
- Mapping trade routes, temple sites and cultural landscapes in Sanskrit heritage.
- Defence applications: terrain analysis, logistics mapping, border studies.
- Practical exercise: create a thematic map using open datasets.

**Unit IV Visualisation, Ethics and Case Studies.** **Credits 1**

- Cartographic principles: symbology, labeling, legends.
- Interactive maps and story maps.
- Ethical issues: data privacy, security risks, open data debates.
- Mini-project: Sanskrit (heritage sites) OR Defence (strategic geography) mapping exercise.

**Essential/Recommended Readings/Texts:**

1. Burrough, P. A., & McDonnell, R. A. (2015). *Principles of geographical information systems*. Oxford University Press.
2. Heywood, I., Cornelius, S., & Carver, S. (2011). *An introduction to geographical information systems*. Pearson.
3. Longley, P., Goodchild, M. F., Maguire, D. J., & Rhind, D. W. (2015). *Geographic information science and systems*. Wiley.
4. Sherman, G. (2017). *The geospatial desktop: Open source GIS & mapping with QGIS*. Locate Press.
5. OpenStreetMap Documentation. https://learnosm.org

**Additional Readings:**

1. Tomlinson, R. (2019). *Thinking about GIS: Geographic information system planning for managers*. ESRI Press.
2. ESRI Training Resources. https://www.esri.com/training.
3. QGIS Documentation. https://docs.qgis.org.
4. Defence & Security Applications of GIS (NATO & UN case studies, online reports).
5. UNESCO Cultural Heritage Mapping Guidelines.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Quizzes on basics of GIS concepts, raster/vector, coordinate systems.
2. Lab assignment on importing spatial datasets into QGIS/ArcGIS.
3. Practical exercise on creating a thematic map (e.g., temple sites, defence logistics)
4. Group presentation on case studies of GIS in Sanskrit OR Defence contexts.
5. Visualization task on designing and submitting a story map or interactive map.
6. Mini-projects on independent analysis using GIS tools (heritage mapping OR defence application).

**Credits - 3**
**Hours - 45**

## SEC 10: Statistics with R

**Course Objectives:**

1. To equip students with practical skills in handling and analysing data using R software.
2. To enable understanding of basic statistical methods relevant to humanities and defence studies research.
3. To train students in data cleaning, summarisation and visualisation for effective presentation.
4. To introduce regression and simple modelling for applied problem-solving.
5. To promote digital literacy by using open-source software for real-world academic projects.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Import, clean and manipulate datasets in **R**.
2. Apply descriptive statistics for summarising datasets.
3. Use loops and functions for simple tasks in R.
4. Create basic and customised visualisations (charts, graphs, plots).
5. Perform introductory regression analysis and interpret results in applied contexts (e.g., Sanskrit textual corpora, Defence datasets).
6. Apply R skills to small projects in Sanskrit (text frequency, word analysis) and Defence Studies (casualty trends, resource data).

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| SEC 10 | Statistics with R | 03 | 0 | 0 | 03 |

**Details of Course:**

**Unit I Introduction to R and Data Handling.** **Credit 1**

- Installing and navigating R & RStudio (workspace, packages, file handling).
- Data types and structures: vectors, factors, lists, data frames.
- Importing datasets (CSV, Excel, text).
- Small practice: frequency count of words in a Sanskrit passage.

**Unit II Data Manipulation and Programming Basics.** **Credit 1**

- Data wrangling with dplyr: select, filter, arrange, mutate, summarise.
- Programming fundamentals: conditionals, loops, creating simple functions.
- File handling: reading/writing datasets in R.
- Practice dataset: simple analysis from defence expenditure reports.

**Unit III Descriptive Statistics and Data Cleaning.** **Credit 1**

- Descriptive statistics: mean, median, variance, skewness, five-number summary.
- Handling missing data, basic data cleaning.

- Practical examples: summarising Sanskrit text features or small defence data series

**Unit IV Data Visualisation and Regression. Credit 1**

- Creating plots: bar, pie, histogram, boxplot, scatterplot (ggplot2).
- Correlation and simple regression: assumptions and interpretation.
- Mini-project: analyse and visualise a small dataset (student-chosen: Sanskrit or Defence context).
- Presentation of findings with visuals and short report.

**Essential/Recommended Readings/Texts:**


1. Field, A., Miles, J., & Field, Z. (2012). *Discovering statistics using R*. SAGE. (Indian reprint, 2022)
2. Wickham, H., Grolemund, G., et al. (2017). *R for data science: Import, tidy, transform, visualize and model data*. O'Reilly.
3. Sekhar, S. R. M., et al. (2017). *Programming with R*. Cengage Learning India.
4. Gardener, M. (2018). *Beginning R: The statistical programming language*. Wiley & Sons.
5. Verzani, J. (n.d.). *SimpleR – Using R for introductory statistics*. Retrieved September 17, 2025, from [insert URL]
6. Websites / Tools:
   - CRAN. https://cran.r-project.org/
   - RStudio. https://rstudio.com/products/rstudio/download/
   - R-Statistics Guide. http://r-statistics.co


**Additional Readings:**


1. Dalgaard, P. (2008). *Introductory statistics with R*. Springer.
2. Crawley, M. J. (2012). *The R book* (2nd ed.). Wiley.
3. Kabacoff, R. I. (2015). *R in action: Data analysis and graphics with R*. Manning Publications.
4. Gujarati, D. N., Porter, D. C., & Gunasekar, S. (2018). *Basic econometrics* (5th ed.). McGraw Hill India.
5. Chongsuvivatwong, V. *Analysis of epidemiological data using R and Epicalc*. [Publisher not specified].
6. Seefeld, K., & Linder, E. *Statistics using R with biological examples*. [Publisher not specified].
7. **Datasets / Repositories for Practice:**
8. ProwessIQ (CMIE). https://prowessiq.cmie.com
9. World Bank Indicators. https://data.worldbank.org/indicator
10. Datasets / Repositories for Practice:
    - ProwessIQ (CMIE): https://prowessiq.cmie.com
    - World Bank Indicators: https://data.worldbank.org/indicator


**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Lab Exercises like regular practical tasks: importing datasets, cleaning data, creating simple plots in R.
2. Short Quizzes for quick checks on R commands, syntax and interpretation of output.

3. Script Submission where students submit well-commented R scripts for specific problems (data manipulation, descriptive stats, visualisation).
4. Mini Assignments mainly application-based: e.g., word frequency in Sanskrit texts, defence expenditure data trends, World Bank datasets.
5. Group Activity/Presentation where small teams analyse a dataset and present visualisations + findings.
6. Mini-Project/Report or individual project using R (dataset of choice), with code, charts and 3–4-page interpretation.

**Credits – 2**
**Hours - 30**

## SEC 11: Philosophical Literature and Scientific Thought in Sanskrit

**Course Objectives:**

1. To explore core philosophical schools and scientific contributions documented in Sanskrit texts.
2. To understand key concepts from Vedanta, Nyaya, Ayurveda, astronomy, and engineering.
3. To develop skills in interpreting ancient Sanskrit literature with modern relevance.
4. To analyze the role of Sanskrit in preserving India's intellectual heritage.

**Learning Outcomes:**

1. Explain core philosophical and scientific ideas in Sanskrit texts.
2. Interpret original texts with contextual understanding.
3. Relate ancient wisdom to contemporary challenges.
4. Appreciate the interdisciplinary scope of Sanskrit literature.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| SEC 11 | Philosophical Literature and Scientific Thought in Sanskrit | 03 | 0 | 0 | 03 |

**Details of Course:**

**Unit I Foundations of Sanskrit Thought.**

- Overview of major philosophical systems: Vedanta, Nyaya, Sankhya, Yoga
- Role of Sanskrit in ancient science and philosophy
- Selected readings: *Bhagavad Gita*, *Tattvabodha*, *Rigveda* excerpts

**Unit II Philosophical and Logical Texts.**

- Concepts: Brahman, Atman, Moksha, Pramana
- Selected texts: *Upanishads*, *Brahma Sutras*, *Nyaya Sutras*, *Yoga Sutras*
- Logical reasoning and metaphysics in classical texts

**Unit III Science and Medicine in Sanskrit.**

- Contributions to mathematics and astronomy: *Aryabhatiya*, *Brahmasphutasiddhanta*
- Fundamentals of Ayurveda: *Charaka Samhita*, *Sushruta Samhita*
- Scientific vocabulary and methods in Sanskrit

**Unit IV Technology, Heritage, and Modern Relevance.**

- Ancient engineering and architecture: *Vastu Shastra*, *Yajnavalkya Smriti*
- Contemporary relevance of Sanskrit knowledge
- Case studies on digital archiving, sustainability, and education

**Essential/Recommended Readings/Texts:**

1. *Bhagavad Gita* (with commentary)
2. *Upanishads* (selected)
3. *Aryabhatiya* by Aryabhata
4. *Charaka Samhita* (selected chapters)
5. Paul Deussen – *The Philosophy of the Upanishads*
6. D.P. Chattopadhyaya – *Science and Society in Ancient India*

**Credits – 2**
**Hours - 30**

## SEC 12: Sanskrit Texts on Law and Society

**Course Objectives:**

1. To introduce students to the legal, political, and social thought embedded in classical Sanskrit texts.
2. To examine the evolution of ancient Indian legal systems, ethics, and social duties.
3. To analyze the roles of dharma, governance, and justice through core Sanskrit scriptures.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Interpret foundational Sanskrit texts relating to law, society, and governance.
2. Evaluate the philosophical and ethical dimensions of ancient Indian legal systems.
3. Analyze the historical development of justice, statecraft, and social structure in classical literature.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| SEC 12 | Sanskrit Texts on Law and Society | 03 | 0 | 0 | 03 |

**Details of Course:**

**Unit I Introduction to Sanskrit Law and Society.**

- Law and Social Order in Ancient India.
- Role of Vedas and post-Vedic texts in framing societal norms.
- The concept of *varna-dharma* and duties of individuals.
  - Key Readings: *Manusmriti* (selected chapters), *Arthashastra* (overview)

**Unit II Dharmashastra and Social Ethics.**

- Principles of Dharma and Legal Duties.
- Marriage, inheritance, conduct, and penalties as discussed in *Dharmashastra* literature.
- Ethics and Morality in Texts.
- Moral obligations of rulers and citizens.
  - Key Readings: *Manusmriti*, *Yajnavalkya Smriti* (selected excerpts)

**Unit III Kautilya's Arthashastra: Governance and Justice.**

- Statecraft and Legal Administration.
- Duties of the king, espionage, judicial systems, and punishment.
- Political Ethics and Legal Institutions.
- Role of law in state stability and social welfare.

- Key Readings: *Arthashastra* (selected chapters)

**Unit IV Judicial Systems and Legal Procedures in Sanskrit Texts.**

- Structure of Ancient Courts and Legal Officers.
- Types of courts, roles of judges, legal documentation.
- Conflict Resolution and Punishment.
- Trial processes, arbitration, and legal codes.
  - Key Readings: *Naradasmriti*, *Dharma Sutras* (selections)

**Essential/Recommended Readings/Texts:**

1. *Manusmriti* – with commentary (various editions)
2. *Yajnavalkya Smriti* – translated and annotated versions
3. *Arthashastra* by Kautilya – R.P. Kangle (translation and analysis)
4. *History of Dharmasastra* by P.V. Kane (selected volumes)
5. *Naradasmriti* and *Dharma Sutras* (translated editions)

**Credits – 2**
**Hours - 30**

## SEC 13: Introduction to Artificial Intelligence

**Course Objectives:**

1. To introduce the fundamentals and real-world applications of Artificial Intelligence.
2. To develop a basic understanding of AI concepts like machine learning, data, and automation.
3. To encourage critical thinking about ethical, societal, and interdisciplinary aspects of AI.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Understand the core concepts, history, and evolution of AI and its subfields.
2. Identify and explain real-life applications of AI in different sectors.
3. Analyze the ethical, social, and interdisciplinary implications of AI technologies.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| SEC 13 | Introduction to Artificial Intelligence | 03 | 0 | 0 | 03 |

**Details of Course:**

**Unit I Introduction to AI**

- What is Artificial Intelligence?
- A brief history and evolution of AI
- Differences between human and artificial intelligence
- Types of AI: Narrow AI, General AI, and Super AI

**Unit II Foundations of AI**

- Data, algorithms, and the logic of AI systems
- Rule-based vs. learning-based AI
- Overview of machine learning and neural networks (conceptual level)
- Introduction to automation and intelligent agents

**Unit III Applications of AI**

- AI in major sectors:
  - Healthcare: diagnostics, drug discovery
  - Education: personalized learning, grading systems
  - Business: automation, predictive analytics
  - Governance: AI in public services
  - Everyday AI tools: voice assistants (e.g., Siri, Alexa), recommendation engines (e.g., Netflix, Amazon)

**Unit IV Ethics and Challenges.**

- Ethical concerns in AI:
  - Bias and discrimination.
  - Privacy and surveillance.
  - Job displacement and automation.
- Introduction to responsible and trustworthy AI principles.
- AI regulations and policy considerations.

**Unit V The Future of AI.**

- AI and emerging technologies:
  - Robotics.
  - Internet of Things (IoT)
  - Autonomous vehicles.
- Interdisciplinary nature of AI (AI and law, psychology, environment, etc.) • Opportunities and risks in future AI developments

**Essential/Recommended Readings/Texts:**

1. *Artificial Intelligence: Basics and Applications* by B. S. R. Anjaneyulu, M. S. R. Anjaneyulu.
2. *Artificial Intelligence and Soft Computing* by Amit Kumar, R. C. Joshi
3. *Foundations of Artificial Intelligence* by V. K. Jain
4. *Ethics in Artificial Intelligence* by Rajendra Akerkar

**Credits – 2**
**Hours - 30**

## SEC 14: Introduction to Linguistics

**Course Objectives:**

1. To introduce students to the fundamental concepts and subfields of linguistics.
2. To explore the structure, meaning, and use of language in different contexts.
3. To develop skills in analyzing linguistic data using basic theoretical frameworks.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Understand key linguistic concepts and subfields including phonetics, morphology, syntax, semantics, and pragmatics.
2. Analyze different forms of language (spoken, written, signed) using basic linguistic frameworks.
3. Appreciate the social, cultural, and functional dimensions of language use and diversity.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| SEC 14 | Introduction to Linguistics | 03 | 0 | 0 | 03 |

**Details of Course:**

**Unit I Introduction to Linguistics**

- Definition and scope of linguistics
- Branches of linguistics**:**
    - Phonetics and Phonology
    - Morphology
    - Syntax
    - Semantics
    - Pragmatics
- Relationship between language, culture, and society

**Unit II Phonetics, Phonology, and Morphology**

- Phonetics: Articulatory and acoustic properties of speech sounds
- Phonology: Phonemes, minimal pairs, intonation, stress patterns
- Morphology: Morphemes, inflection, derivation, word formation (affixation, compounding)

**Unit III Syntax and Semantics**

- Syntax: Sentence structures, phrase structure rules, types of sentence constructions
- Semantics: Meaning at the word and sentence level, types of meaning (literal, figurative)
- Pragmatics: Language in context, speech acts, implicature

**Unit IV Language in Society and Linguistic Diversity.**

- Sociolinguistics:
    - Language variation across regions, classes, genders, and communities.
- Dialects, pidgins, and creoles.
- Multilingualism and code-switching.
- Language endangerment and preservation.

**Essential/Recommended Readings/Texts:**

1. *An Introduction to Language* – Victoria Fromkin, Robert Rodman, and Nina Hyams
2. *The Cambridge Encyclopedia of Language* – David Crystal
3. *Linguistics: An Introduction to Language and Communication* – Adrian Akmajian et al.
4. *Sociolinguistics: An Introduction to Language and Society* – Peter Trudgill

**Credits - 2**
**Hours - 30**

## SEC 15: Introduction to Indian Knowledge Systems

**Course Objectives:**

1. To introduce students to the key concepts and foundations of Indian Knowledge Systems (IKS).
2. To explore traditional Indian approaches to knowledge and their interdisciplinary relevance.
3. To understand how Indian philosophy, science, and cultural practices are integrated into holistic knowledge systems.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Understand the core components of IKS, including philosophy, sciences, and arts.
2. Appreciate the holistic and integrative approach of IKS in historical and modern contexts.
3. Apply foundational IKS principles to contemporary issues and interdisciplinary studies.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| SEC 15 | Introduction to Indian Knowledge Systems | 03 | 0 | 0 | 03 |

**Details of Course:**

**Unit I Introduction to Indian Knowledge Systems**

- Definition, features, and scope of IKS
- Sources of knowledge: Vedas, Upanishads, Smritis, Puranas
- Oral traditions and traditional methods of learning (Guru-Shishya parampara, memorization, recitation)

**Unit II Indian Philosophy and Epistemology**

- Overview of Indian philosophical schools: Vedanta, Samkhya, Yoga, Nyaya, Vaisheshika,
- Mimamsa, Buddhism, Jainism
- Indian theories of knowledge (Pramanas): Perception, inference, verbal testimony, comparison, postulation, non-apprehension
- Practical insights from philosophy: Ethics, self-knowledge, mindfulness

**Unit III Indian Scientific Knowledge**

- Key contributions in:
    - Ayurveda (Charaka, Sushruta)
    - Mathematics (Aryabhata, Bhaskara)
    - Astronomy (Varahamihira, Brahmagupta)
- Science and spirituality: Harmony between empirical and metaphysical knowledge

- Contemporary relevance of ancient Indian sciences

**Unit IV Indian Arts, Culture, and Knowledge Systems.**

- Performing arts (music, dance, theatre) as carriers of knowledge.
- Architecture, sculpture, painting, and their symbolic meanings.
- Integration of art, ritual, and education in knowledge transmission.

**Essential/Recommended Readings/Texts:**

1. *Indian Knowledge Systems* – K.K. Aziz.
2. *The Concept of Indian Knowledge Systems* – Subhash Kak.
3. *Science and Technology in Ancient India* – S.P. Gupta.
4. *Ayurveda and the Mind* – David Frawley.
5. *Indian Art and Culture* – Nitin Singhania.

**Credits – 2**
**Hours - 30**

## SEC 16: Communication Skills

**Course Objectives:**

1. To develop effective verbal, non-verbal, and written communication skills.
2. To improve interpersonal and professional communication competence.
3. To master business writing and impactful presentation techniques.
4. To utilize digital communication tools with proper online etiquette.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Communicate confidently in personal, academic, and professional settings.
2. Write clear and professional business communications such as emails and reports.
3. Deliver structured and engaging presentations.
4. Use digital platforms effectively while following appropriate etiquette and cross-cultural norms.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| SEC 16 | Communication Skills | 03 | 0 | 0 | 03 |

**Details of Course:**

**Unit I Basics of Communication.**

- Types of Communication: Verbal, Non-verbal, Written
- Communication Models and Processes
- Barriers to Effective Communication and Overcoming Them

**Unit II Interpersonal Communication**

- Active Listening and Feedback
- Assertiveness and Empathy
- Building Rapport and Managing Relationships

**Unit III Professional Communication**

- Business Writing: Emails, Reports, Memos
- Presentation Skills: Structure, Delivery, Visual Aids
- Telephonic and Virtual Communication Etiquette

**Unit IV Digital Communication**

- Digital Tools: Email, Social Media, Video Conferencing
- Online Étiquette (Netiquette)
- Cross-cultural Communication in a Digital World

**Essential/Recommended Readings/Texts:**

1. *Effective Communication Skills* by John Nielsen

2. *The Art of Public Speaking* by Dale Carnegie
3. *Business Communication Today* by Courtland L. Bovee and John V. Thill (optional supplementary)

**Credits – 2**
**Hours - 30**

## SEC 17: Environmental Consciousness and Sustainable Living

**Course Objectives:**

1. To create awareness about current environmental challenges and sustainability concepts.
2. To encourage eco-conscious behavior and responsible lifestyle practices.
3. To explore ecological principles through Indian traditions and global frameworks.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Identify and explain key environmental issues affecting the planet.
2. Reflect on the ethical, cultural, and personal responsibilities in environmental conservation.
3. Practice and promote sustainable living through informed daily choices.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| SEC 17 | Environmental Consciousness and Sustainable Living | 03 | 0 | 0 | 03 |

**Details of Course:**

**Unit I Introduction to Environmental Awareness.**

- Definitions of environment, ecology, and sustainability
- Interdependence of humans and nature
- Principles of environmental stewardship

**Unit II Major Environmental Issues**

- Climate change, pollution (air, water, soil), and biodiversity loss
- Environmental impacts on health, agriculture, and water security
- Urbanization and resource depletion

**Unit III Traditional and Indigenous Environmental Ethics**

- Ecological wisdom in Indian traditions (e.g., Bishnoi community, Chipko Movement)
- Sacred groves, rivers, and ecocentric festivals
- Indigenous knowledge systems and conservation ethics

**Unit IV Sustainable Living and Green Practices**

- Waste segregation, minimalism, and carbon footprint reduction
- Eco-friendly alternatives and green consumerism
- Role of individuals, youth, and local communities in environmental action

**Unit V Environmental Policies and Global Efforts**

- United Nations Sustainable Development Goals (SDGs)

- Paris Agreement, COP initiatives
- Indian environmental laws and regulatory bodies (e.g., MoEFCC, NGT)
- Role of media, NGOs, and technology in environmental awareness

**Essential/Recommended Readings/Texts:**

1. *Environmental Consciousness as Reflected in Indian Culture* – C.P. Srivastava
2. *Religiosity, Spirituality or Environmental Consciousness?* – Pravin Chavan & Anil Sharma
3. *Environment Consciousness in Ancient India* – Dr. Kaushik Acharya
4. *Sustainable Living Through India's Traditional Practices* – Dr. Jyoti Bajpai

**Credits – 2**
**Hours - 30**

## SEC 18: Sanskrit in Ancient Indian Science and Technology

**Course Objectives:**

1. To explore the role of Sanskrit as a medium for scientific and technological knowledge in ancient India.
2. To understand key contributions in fields like mathematics, astronomy, medicine, and engineering through Sanskrit texts.
3. To develop basic skills in interpreting scientific content within Sanskrit literature.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Identify major scientific disciplines and concepts preserved in Sanskrit texts.
2. Analyze selected Sanskrit passages related to ancient Indian science and technology.
3. Appreciate the historical significance and modern relevance of these traditional knowledge systems.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| SEC 18 | Sanskrit in Ancient Indian Science and Technology | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I Introduction to Sanskrit in Ancient Indian Science.**

- Role of Sanskrit in documenting early Indian science.
- Scientific ideas in Vedic and post-Vedic literature.
- Overview of knowledge systems in the Rigveda and Atharvaveda.

**Unit II Astronomy and Mathematics in Sanskrit Texts.**

- Foundations of Jyotisha (Astronomy) and Ganita (mathematics)
- Key figures: Aryabhata, Brahmagupta, Bhaskara.
- Concepts of planetary motion, Zero, Algebra, Trigonometry.

**Unit III Ayurveda and Medicine in Sanskrit.**

- Fundamentals of Ayurveda in classical Sanskrit literature.
- Anatomy, diagnosis, surgery, and pharmacology.
- Principles of holistic healing and doshas (Vata, Pitta, Kapha)

**Unit IV Engineering and Architecture in Ancient India.**

- Sanskrit texts on Vastu (architecture), metallurgy, and water management
- Town planning, building design, temple architecture.
- Ancient irrigation and construction techniques.

**Essential/Recommended Readings/Texts:**

1. *Science and Technology in Ancient India* by S.P. Gupta.

2. *Indian Mathematics and Astronomy: Some Landmarks* by S. Balachandra Rao.
3. *Ayurveda: The Science of Self-Healing* by Dr. Vasant Lad.
4. *The Vastu Vidya* (various translations)
5. *History of Science in India* (Vol. I & II), Ramkrishna Bhattacharya (Ed.)
6. *Vastu Shastra*.
7. *Yajnavalkya Smriti* (engineering references)

**Credits – 2**
**Hours - 30**

## SEC 19: Academic Writing

**Course Objectives:**

1. To introduce students to the principles and techniques of academic writing.
2. To enhance students' ability to organize and present ideas clearly and effectively.
3. To develop students' skills in writing research papers, essays, and other academic texts.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the structure and conventions of academic writing.
2. Develop skills to write clear, coherent, and well-argued academic papers.
3. Apply research and citation methods in academic writing.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| SEC 19 | Academic Writing | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I Introduction to Academic Writing.**

- Purpose and importance of academic writing.
- Key features of academic writing: objectivity, clarity, coherence.
- Types of academic writing: essays, research papers, reports.

**Unit II Structure of Academic Papers.**

- Organizing ideas: Introduction, Body, and Conclusion.
- Writing clear thesis statements and arguments.
- Paragraph structure and cohesion.

**Unit III Research and Referencing.**

- Conducting academic research.
- Understanding sources: Primary vs. Secondary.
- Citation styles: APA, MLA, Chicago, etc.

**Unit IV Writing and Revising.**

- Drafting and revising: Clarity, Coherence, and Flow.
- Proofreading and editing techniques.
- Avoiding plagiarism and maintaining academic integrity

**Essential/Recommended Readings/Texts:**

1. *The Elements of Style* by William Strunk Jr. and E.B. White.
2. *Writing with Style: Conversations on the Art of Writing* by John R. Trimble.

3. *They Say / I Say: The Moves That Matter in Academic Writing* by Gerald Graff and Cathy Birkenstein.
4. *The Craft of Research* by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams.

**Credits – 2**
**Hours - 30**

## SEC 20: Indian Poetics

**Course Objectives:**

1. To introduce students to the key concepts and principles of Indian poetics.
2. To explore classical Indian theories of literature and aesthetics.
3. To examine the application of Indian poetic principles in traditional and modern texts.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the foundational concepts of Indian poetics and aesthetics.
2. Analyze and interpret classical texts using Indian poetic theories.
3. Apply Indian poetics to contemporary literary analysis.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| SEC 20 | Indian Poetics | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I Introduction to Indian Poetics.**

- Overview of Indian poetics and its history.
- Key concepts:
    - Rasa (aesthetic experience)
    - Dhvani (suggestion)
    - Alamkara (figures of speech)
- The role of poetry in Indian culture.

**Unit II Theories of Rasa and Dhvani.**

- Rasa theory: The eight (or nine) emotions and their role in poetic experience.
- Dhvani: Suggestion and implication in literature
- Key texts:
    - Bharata's *Natya Shastra*
    - Anandavardhana's *Dhvanyaloka*

**Unit III Alamkara and Vakrokti .**

- Alamkara: Figures of speech and their aesthetic significance.
- Vakrokti: The theory of 'twisted expression' in poetry.
- Classical examples of Alamkara in Sanskrit literature.

**Unit IV Indian Poetics in Modern Context.**

- Application of traditional theories to modern Indian literature.
- Comparative analysis of Indian poetics with Western literary theories.
- Case studies:
    - Rabindranath Tagore
    - A.K. Ramanujan

- Contemporary poets

**Essential/Recommended Readings/Texts:**

1. *Natya Shastra* by Bharata Muni
2. *Dhvanyaloka* by Anandavardhana
3. *The Art of Indian Poetry* by S.K. De
4. *Indian Poetics: A Reader* by C. V. Vaidya
5. *Sanskrit Poetics: An Overview* by P. S. Sitaramayya

**Credits – 2**
**Hours - 30**

## SEC 21: Heritage Studies

**Course Objectives:**

1. To introduce students to the concept and significance of heritage in the global and Indian context.
2. To explore the preservation, interpretation, and management of cultural and natural heritage.
3. To understand the role of heritage in shaping identity, memory, and cultural continuity.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Gain an understanding of the concept of heritage and its various forms (tangible, intangible, natural).
2. Analyze the significance of heritage preservation in contemporary society.
3. Develop skills in heritage management and the ethical considerations involved.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| SEC 21 | Heritage Studies | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I Introduction to Heritage Studies.**

- Definition and types of heritage: tangible, intangible, cultural, and natural.
- History of heritage studies and its significance in modern societies.
- UNESCO's role in heritage conservation: World Heritage Sites.

**Unit II Heritage Preservation and Management.**

- Techniques of heritage preservation: restoration, conservation, and documentation.
- Ethical dilemmas in heritage preservation.
- Case studies of heritage management in India and globally.

**Unit III Intangible Heritage and Cultural Memory.**

- Concept of intangible heritage: traditions, rituals, oral history, and practices.
- The importance of oral traditions and their preservation.
- The role of museums and archives in preserving cultural memory.

**Unit IV Heritage and Identity.**

- The relationship between heritage and national/cultural identity.
- Heritage as a tool for tourism and economic development.
- Challenges in managing heritage in a post-colonial world.

**Essential/Recommended Readings/Texts:**

1. *The Heritage of India* by L.P. Sharma

2. *Heritage and Sustainable Development* by Peter Howard
3. *Cultural Heritage and Human Rights* by V. T. R. P. Sinha
4. *Heritage and Identity: Shaping the World* by L. Smith
5. *The Economics of Heritage: A Study of the Conservation and Management of Cultural Heritage* by Robert J. S.

**Credits – 2**
**Hours - 30**

## SEC 22: Introduction to World Literature

**Course Objectives:**

1. To introduce major works, genres and movements across world literatures.
2. To explore cultural, historical and thematic connections in global texts.
3. To develop critical reading and comparative analysis skills.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Identify key authors and texts from various regions and periods.
2. Compare themes and styles across literary traditions.
3. Analyze literature using global and cultural perspectives.
4. Understand literature's role in reflecting and shaping societies.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| SEC 22 | Introduction to World Literature | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I Foundations of World Literature.**

- Concepts of world literature and cross-cultural storytelling.
- Key Texts: The Epic of Gilgamesh, The Iliad, The Odyssey, The Ramayana.
- Themes: Myth, the hero's journey, oral tradition.

**Unit II Classical and Medieval Literatures.**

- Literary evolution through religious and philosophical epics.
- Key Texts: The Divine Comedy, The Canterbury Tales, The Tale of Genji, The Bhagavad Gita.
- Themes: Morality, spirituality, cultural identity.

**Unit III Modernism and Global Movements.**

- Rise of individualism, disillusionment andpostcolonial voices.
- Key Texts: The Metamorphosis, Ulysses, Things Fall Apart, The Great Gatsby.
- Themes: Fragmentation, alienation, critique of tradition.

**Unit IV Contemporary Global Voices.**

- Multiculturalism, migration andidentity in globalized literature.
- Key Texts: One Hundred Years of Solitude, Oscar Wao, Persepolis, Season of Migration to the North.
- Themes: Hybridity, postcolonialism, modern identity.

**Essential/Recommended Readings/Texts:**

1. Boehmer, E. (2005). Postcolonial literature: The empire writes back. Oxford University Press.
2. Campbell, J. (2008). The hero with a thousand faces. New World Library.
3. Damrosch, D. (Ed.). (2009). World literature: A reader. Routledge.
4. Lawall, S. (Ed.). (2012). The Cambridge companion to world literature. Cambridge University Press.
5. Puchner, M. (Ed.). (2018). The Norton anthology of world literature (4th ed.). W. W. Norton & Company.

**Credits – 2**
**Hours - 30**

## SEC 23: Sanskrit Lexicography

**Course Objectives:**

1. To introduce the history and development of Sanskrit lexicography.
2. To explore principles and methods in dictionary compilation.
3. To understand word formation, etymology, and semantics in Sanskrit.
4. To develop skills in using traditional and digital lexical resources.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Understand the evolution and significance of Sanskrit lexicography.
2. Analyze Sanskrit words structurally and etymologically.
3. Apply research techniques for accurate interpretation of texts.
4. Use tools like Sanskrit WordNet for advanced lexical analysis.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| SEC 23 | Sanskrit Lexicography | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I Introduction to Sanskrit Lexicography.**

- Overview: Historical development and key milestones in Sanskrit dictionaries.
- Skills: Methodology of lexicon compilation; knowledge of seminal works.
- Key Readings:
  - *Monier-Williams Dictionary* (Intro & Entries)
  - *Amarakosha* (Overview)
- Discussion: Influence of *Amarakosha*, role in translation.

**Unit II Lexical Structure & Etymology.**

- Overview: Roots, affixes, compounds; word formation and derivation.
- Skills: Etymological analysis of Sanskrit vocabulary.
- Key Readings:
  - *Nirukta* by Yaska.
  - *Mahabhashya.* (Etymological sections)
- Discussion: Derivation, compounding andancient etymology.

**Unit III Comparative Lexicography & Digital Tools.**

- Overview: Traditional vs. modern lexicons; digital resources.
- Skills: Use of Sanskrit WordNet; critical comparison of lexicons.
- Key Readings:
  - Articles on Digital Sanskrit Lexicons.
  - Sanskrit WordNet documentation.

- Discussion: Benefits/challenges of digitization; comparison of tools.

**Unit IV Advanced Applications.**

- Overview: Lexicographical research in textual interpretation and translation.
- Skills: Deep analysis of texts using lexicons.
- Key Readings:
    - *Vachaspatyam* (Selections)
    - Research papers on advanced applications.
- Discussion: Challenges in translating classical Sanskrit; lexical precision.

**Essential/Recommended Readings/Texts:**

1. Monier-Williams, M. (1899). *A Sanskrit–English dictionary*. Oxford University Press.
2. Amarasiṃha. *Amarakośa* [Lexicon]. (Various editions).
3. Yāska. *Nirukta* [Treatise on etymology]. (Various editions).
4. Patañjali. *Mahābhāṣya* [Commentary on Pāṇini's Aṣṭādhyāyī]. (Various editions).
5. Vācaspati. *Vācaspatyam* [Comprehensive Sanskrit lexicon]. (Various editions).
6. Research on digital lexicons. [Scholarly and digital resources on modern Sanskrit lexicography].
7. Indian Institute of Technology, Bombay. *Sanskrit WordNet*. Retrieved from.

**Credits – 2**
**Hours - 30**

## SEC 24: Sanskrit Manuscriptology and Textual Criticism

**Course Objectives:**

1. To provide an overview of Sanskrit manuscript traditions, classifications andpreservation methods.
2. To introduce the principles and practices of textual criticism in the Indian scholarly tradition.
3. To train students in manuscript editing techniques using both traditional and modern tools.
4. To explore complex textual issues, including emendation, variant readings andcritical editions.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Identify and classify Sanskrit manuscripts and scripts.
2. Apply methods of textual criticism to reconstruct and interpret Sanskrit texts.
3. Edit and critically prepare texts using established philological techniques.
4. Evaluate manuscript variants and textual traditions through scholarly methods.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| SEC 24 | Sanskrit Manuscriptology and Textual Criticism | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I Introduction to Sanskrit Manuscriptology.**

- **Themes**: History and tradition of Sanskrit manuscript culture, palm-leaf and birch-bark manuscripts, types of manuscripts (literary, philosophical, ritual)
- **Skills**: Classifying manuscripts, recognizing scripts (Sharada, Grantha, Modi, Devanagari, etc.), understanding transmission and scribal practices.

**Unit II Principles of Textual Criticism.**

- **Themes**: Fundamentals of textual criticism-collation, recension, emendation, interpolation.
- **Skills**: Detecting scribal errors, preparing stemmata (genealogical trees of manuscripts), understanding Lachmannian and Indian methods.

**Unit III Methodology of Sanskrit Manuscript Editing.**

- **Themes**: Practical steps in manuscript editing: collation, transcription, annotation, apparatus creation.
- **Skills**: Paleographical analysis, digital tools for editing, layout of critical editions.

**Unit IV Advanced Issues in Manuscriptology and Criticism.**

- **Themes**: Scholarly debates on authenticity, textual authority, conservation ethics anddigital humanities in manuscript studies.
- **Skills**: Evaluating conflicting variants, preparing editorial notes, understanding manuscript cultures in other traditions for comparative insight.

**Essential/Recommended Readings/Texts:**


1. Kane, P. V. (1941). *The history of Sanskrit manuscripts.* Bhandarkar Oriental Research Institute.
2. Thomas, F. W. (1952). *The art of manuscript editing.* Oxford University Press.
3. Pandeya, R. C. (1972). *Textual criticism in Indian tradition*. Chowkhamba Sanskrit Series.
4. Burnell, A. C. (1878). *Indian paleography*. Trübner & Co.
5. Aziz, K. K. (1980). *Manuscripts and textual criticism in Sanskrit.* Oxford University Press.
6. Research articles from Journal of Oriental Research and Sanskrit Journal of Manuscriptology.

**Credits - 2**
**Hours - 30**

## SEC 25: Environmental Studies

**Course Objectives:**

1. To introduce the multidisciplinary nature of environmental studies and its scope and importance.
2. To create awareness about the environment and the need for its protection.
3. To provide insight into the Vedic perspective on environment, including concepts of earth (prithvi), water (apah), air (vayu), ether (akasha), and mind (manas).
4. To explain the structure, function, and energy flow in ecosystems, including food chains, food webs, and ecological succession.
5. To explore the interaction between plants, animals, and humans, including the concept of sacrifice (yajna) and coordination among natural forces.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Understand the basic concepts and scope of environmental studies.
2. Explain the structure and function of ecosystems and the flow of energy through food chains and food webs.
3. Identify natural resources and differentiate between renewable and non-renewable resources.
4. Appreciate the Vedic approach to environmental conservation and the interconnection between all natural powers.
5. Apply knowledge of ecosystems and environmental awareness in practical and societal contexts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| SEC 25 | Environmental Studies | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I Introduction to Environmental Studies.** **Credit 1**

- Multidisciplinary nature of environmental studies.
- Scope, importance, and need for public awareness.
- Vedic approach to environment.
- Concept of Earth (prithvi), Water (apah), Air (vayu), Ether (akasha), and Mind (manas)

**Unit II Ecosystem.** **Credit 1**

- Definition and structure of ecosystem.
- Functions of ecosystems.
- Energy flow in an ecosystem: food chains, food webs, ecological succession.
- Animals, birds, and plants (oshadhi)

- Concept of sacrifice (yajna)
- Coordination between all natural powers.

**Essential / Recommended Readings**

1. Gourishankar Hirachand Ojha, Indian Ancient Script.
2. Padmakar Mishra, Indus Script and Other Indian Script.

**Credits - 2**
**Hours - 30**

## SEC 26: Sanskrit Computational Tools - Basics

**Course Objectives:**

1. To introduce students to the Sanskrit language and its alphabets, words, and sentence structures.
2. To familiarize students with Sanskrit writing traditions, including Devanagari and Roman (IAST) scripts.
3. To provide an understanding of character encoding standards for Sanskrit and other languages (ASCII, ANSI, Unicode, UTF-8, UTF-16, UTF-32/UCS-4).
4. To train students in using digital tools for Sanskrit: typing software, online typing tools, voice typing, and mobile typing tools.
5. To introduce Sanskrit computational tools such as grammar tools, e-dictionaries, text preservation, search, and online indexing tools for Sanskrit texts.

**Learning Outcomes:**

After completion of the course, the students will:

1. Demonstrate familiarity with Sanskrit alphabets, words, and sentence formation.
2. Use various Sanskrit writing systems (Devanagari and Roman/IAST) effectively.
3. Understand character encoding systems and their application for Sanskrit digital texts.
4. Operate computational tools for typing, editing, and processing Sanskrit text.
5. Utilize online and offline resources for Sanskrit text preservation, search, and indexing.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| SEC 26 | Sanskrit Computational Tools - Basics | 01 | 01 | 0 | 02 |

**Details of Course:**

**Unit I Introduction to Sanskrit Language.** **Credit 1**

- Introduction to Sanskrit alphabets, words, and sentences.
- Sanskrit writing traditions: Devanagari, Roman (IAST)
- Character encoding standards: ASCII, ANSI, Unicode, UTF-8, UTF-16, UTF-32/UCS-4.

**Unit II Sanskrit Language Unicode Typing and Computational Tools.** **Credit 1**

- Typing software: Baraha, Pramukh.
- Online typing tools: Google Input Tools.
- Voice typing tools: Google Voice Typing.
- Mobile typing tools: Microsoft SwiftKey, Pramukh.
- Introduction to Sanskrit grammar tools, e-dictionaries, and online text indexing.
- Sanskrit text preservation and search tools.

**Essential / Recommended Readings/Texts:**

1. Tools developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi – http://cl.sanskrit.du.ac.in
2. Tools developed by School of Sanskrit and Indic Studies, Jawaharlal Nehru University, New Delhi – http://sanskrit.jnu.ac.in

**Credits - 2**
**Hours - 30**

## SEC 27: English Communication Skills

**Course Objectives:**

1. To develop students' translation skills from Sanskrit to English and Sanskrit to modern Indian languages.
2. To enhance comprehension and paragraph writing skills in Sanskrit.
3. To improve overall English communication, both oral and written.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Translate texts accurately from Sanskrit to English and other modern Indian languages.
2. Understand and analyze Sanskrit passages through comprehension exercises.
3. Write coherent Sanskrit paragraphs and express ideas effectively in English.
4. Communicate effectively in English in academic and professional contexts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| SEC 27 | English Communication Skills | 01 | 01 | 0 | 02 |

**Details of Course:**

**Unit I Translation.**

- Sanskrit → English translation.
- Sanskrit → Modern Indian languages translation.
- Techniques of accurate and context-sensitive translation.

**Unit II Comprehension and Paragraph Writing.**

- Comprehension tests based on Sanskrit passages.
- Writing structured Sanskrit paragraphs.
- Improving written expression and clarity.

**Essential/Recommended Readings/Texts:**

1. Standard Sanskrit grammar and composition texts.
2. Selected translation manuals and guides for Sanskrit to English and Indian languages.

**Credits - 2**
**Hours - 30**

## SEC 28: Yoga Practice - Beginner Level

**Course Objectives:**

1. To introduce students to basic Yogasanas for improving physical and mental health.
2. To provide practical training in sitting and supine postures.
3. To develop awareness of body alignment, balance, and relaxation techniques through yoga.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Perform beginner-level Yogasanas correctly with proper alignment and breathing.
2. Understand the principles behind various yoga postures.
3. Experience improved flexibility, strength, and relaxation.
4. Apply yogic practices as preparation for meditation and stress management.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| SEC 28 | Yoga Practice - Beginner Level | 01 | 01 | 0 | 02 |

**Details of Course:**

**Unit I Yogasana (Sitting Postures)**

- Dandasana, Swastikasana, Padmasana, Vajrasana, Supta Vajrasana
- Kagasana, Utkatasana, Gomukhasana, Ushtrasana, Shashankasana
- Janusirasana, Paschimottanasana, Mandukasana, Utthana Mandukasana
- Vakrasana, Ardha Matsyendrasana, Marichyasana, Simhasana

**Unit II Yogasana (Supine / Lying Postures)**

- Pavanamuktasana, Utthana-padasana, Ardha Halasana, Halasana
- Setubandhasana, Sarvangasana, Matsyasana, Chakrasana, Shavasana

**Essential/Recommended Readings/Texts:**

1. Joshi, K.S.: *Yogic Pranayama*, Oriental Paperback, New Delhi.
2. Nagendra, H.R.: *The Art and Science of Pranayama*, Swami Vivekanand Yoga Prakashan, 2005, Bangalore.

**Credits - 2**
**Hours - 30**

## SEC 29: Foundation Course: RLE-01 - Remedial Language (English)

**Course Objectives:**

1. To strengthen the basic foundations of spoken English.
2. To improve pronunciation, vocabulary, and sentence formation.
3. To develop confidence in oral communication.
4. To enhance listening skills for better comprehension.
5. To build basic writing skills for practical communication.

**Learning Outcomes:**

After completion of the course, students will be able to:

1. Speak simple English fluently and correctly.
2. Communicate basic ideas and thoughts effectively in English.
3. Recognize and correct common grammatical and pronunciation errors.
4. Demonstrate improved listening comprehension in conversational contexts.
5. Write short messages, emails, and responses using correct structure and vocabulary.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| SEC 29 | Remedial Language (English) | 1 | 0 | 1 | 2 |

**Details of Course:**

**Unit I Fundamentals of Spoken English.**

- Basic Grammar and Sentence Construction.
- Vocabulary Building Exercises.
- Pronunciation and Phonetics Practice.
- Common Expressions and Everyday Conversation.

**Unit II Listening Skills and Comprehension.**

- Active Listening Techniques.
- Understanding Tone, Accent, and Intonation.
- Listening and Responding Practice (audio clips and role-play)
- Identifying Key Ideas and Details.

**Unit III Functional Communication.**

- Introducing Oneself and Others.
- Asking and Answering Questions.
- Giving Directions, Requests, and Suggestions.
- Role-play for Common Real-life Situations (classroom, marketplace, workplace)

**Unit IV Basic Writing Skills.**

- Sentence and Paragraph Formation.

- Formal and Informal Writing.
- Short Emails, Notes, and Message Writing.
- Error Identification and Correction Practice.

**Essential/Recommended Readings/Texts:**

1. Swan, Michael. (1980). *Practical English Usage*. Oxford University Press.
2. Murphy, Raymond. (1985). *English Grammar in Use*. Cambridge University Press.
3. Thornbury, Scott. (2005). *How to Teach Speaking*. Pearson Education.
4. Harmer, Jeremy. (2007). *The Practice of English Language Teaching*. Pearson Longman.
5. Underhill, Adrian. (2010). *Sound Foundations: Learning and Teaching Pronunciation*. Macmillan.

**Credits - 2**
**Hours - 30**

## SEC 30: Machine Translation: Tools and Techniques

**Course Objectives:**

1. Learn the origin and development of Machine Translation.
2. Gain a basic introduction to Machine Translation.

**Learning Outcomes:**

After completion of the course, students will be able to:

1. Understand theoretical aspects of Machine Translation.
2. Identify tools and techniques used in Machine Translation.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| SEC 30 | Machine Translation: Tools and Techniques | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I** **Credit 1**

- Theoretical Concepts of Machine Translation
- Human vs Computer translation of languages
- Basics of Machine Translation
- Survey of Machine Translation Systems

**Unit II** **Credit 1**

- Tools and Techniques of Machine Translation
- Source vs Target Language

**Essential/Recommended Readings/Texts:**

1. Amba Kulkarli, (2002). *Machine translation activities in India: A survey*, Proceedings of workshop on survey on Research and Development of Machine Translation in Asian Countries, Thailand, May 13-14, 2002.
2. Chandra, Subhash. *मशीनी अनुवाद (Machine Translation)* यजूीसी सीबीसीएस स्कीम के तहत बीए (संस्कृत) केएईईसी (AEEC)-3 के पाठ्यक्रम पर आधारित. Vidyanidhi Prakashana, New Delhi, India. ISBN: 9789385539527.

**Credits - 2**
**Hours - 30**

## SEC 31: Ayurvedic Lifestyle and Nutrition - Basics

**Course Objectives:**

1. To introduce foundational concepts of diet and nutrition from an Ayurvedic and Yogic perspective.
2. To develop understanding of Mitahara, compatible food combinations, and nutritional components.

**Learning Outcomes:**

After completing this course, learners will be able to:

1. Demonstrate knowledge of Ayurvedic diet principles including Ahara and Mitahara.
2. Explain the concept and theory of Viruddahar (dietetic incompatibilities).
3. Identify major nutritional groups including carbohydrates, lipids, vitamins, minerals, and proteins.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| SEC 31 | Ayurvedic Lifestyle and Nutrition – Basics | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I Foundations of Ayurvedic Diet.** **Credit 1**

- General introduction of Ahara (Diet)
- Concept of Mitahara.
- Definition and classification in Yogic diet according to traditional Yoga texts.
- Concepts of Diet according to:
  - *Gheranda Samhita*
  - *Hatha Pradeepika*
  - *Bhagavad Gita*
- Pathya, Apathya & Yuktahara according to Bhagavad Gita (6/17)
- Triguna (Bh. G. 17/8, 9, 10) and Trividh Ahar in relation to mental health.
- Quality of diet and its relation with Agni.
- Role of Ahara in Panchkoshiya Sadhana (Chhandogya Upanishad)
- Nutrients: Contents of diet for daily use.
- Balanced diet and diet during yogic practices.
- Body Mass Index (BMI)
- Nutritive values.

**Unit II Dietetic Incompatibilities and Nutritional Components.** **Credit 1**

- Viruddahar (Dietetic incompatibilities)
- Ashta Ahar Vidhi Vishesh Ayatan.
- Class of adjuvants of foods according to Ayurveda.

- Factors to be examined regarding diet.
- Anupan.
- Carbohydrates, Lipids, Vitamins, Minerals and Proteins Sources and daily requirement.

**Essential/Recommended Readings/Texts:**


1. Vasu, S. C. (1895). *Gheranda Samhita*. Indian Press.
2. Vishnudevananda, S. (1960). *The Sivananda companion to yoga: Pranayama, diet, meditation and concentration*. Divine Life Society.
3. Swami Muktibodhananda. (1985). *Hatha Yoga Pradipika* (with commentary). Bihar School of Yoga.
4. Swami Satyananda Saraswati. (1984). *Asana Pranayama Mudra Bandha*. Yoga Publications Trust.
5. Taimni, I. K. (1986). *The science of yoga*. Quest Books.
6. Davidson, S., Passmore, R., Brock, J. F., & Truswell, A. S. (1987). *Human nutrition and dietetics*. English Language Book Society & Churchill Livingstone.
7. Svoboda, R. (1992). *Ayurveda: Life, health and longevity*. Penguin Books.
8. Lad, V. (1996). *Ayurveda: The science of self-healing*. Lotus Press.
9. Thompson, D. (2001). *The Ayurvedic diet*. New Age Books.
10. Pole, S. (2006). *Ayurvedic medicine: The principles of traditional practice*. Singing Dragon.
11. Frawley, D. (2012). *Ayurvedic nutrition and cooking*. Lotus Press.
12. Charaka. *Charaka Samhita (with traditional commentaries).* Chaukhambha Sanskrit Series.
13. Sushruta. *Sushruta Samhita (with commentaries).* Chaukhambha Orientalia.

**Credits - 2**
**Hours - 30**

## SEC 32: Development of Brāhmī Script

**Course Objectives:**

1. To understand the development of Early Brāhmī alphabet during the Aśokan period.
2. To study variations of Brāhmī script up to the 4th century C.E.
3. To develop introductory paleographic skills relevant to ancient writing systems.

**Learning Outcomes:**

After completion of this course, students will be able to:

1. Identify the structure and characteristics of Brāhmī script in the Aśokan period.
2. Recognize the transformation and variations of Brāhmī script up to the 4th century C.E.
3. Demonstrate introductory understanding of paleography through script comparison.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| SEC 32 | Development of Brāhmī Script | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I Early Brāhmī Alphabet (Aśokan Period).** **Credit 1**

- Early Brāhmī alphabet.
- Aśokan period development.

**Unit II Variations and Transition (up to 4th Century C.E.)** **Credit 1**

- Translation to variations.
- Development up to 4th century C.E.

**Essential/Recommended Readings/Texts:**


1. Bühler, G. (1896). *Indian Paleography*. Oxford University Press.
2. Fleet, J. F. (1907). *Inscriptions of the Early Gupta Kings and Their Successors*. Archaeological Survey of India.
3. Hultzsch, E. (1925). *Corpus Inscriptionum Indicarum: Inscriptions of Ashoka*. Government of India Press.
4. Upasak, C. S. (1960). *History & Paleography of Mauryan Brāhmī Script*. Nalanda Publications.
5. Dani, A. H. (1963). *Indian Paleography*. Clarendon Press.
6. Salomon, R. (1996). *Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and the Other Indo-Aryan Languages*. Oxford University Press.
7. Falk, H. (1999). *Aśokan Brāhmī and the Brāhmī Script*. Annals of the BORI.
8. Witzel, M. (2001). *Early Sanskritization: Origins and Development of Brāhmī Script*. Harvard Oriental Series.

**Credits - 2**
**Hours - 30**

## SEC 33: Yoga Practice – Intermediate Level

**Course Objectives:**

1. To develop understanding and practice of Yogic Sūkṣma Vyayāma.
2. To introduce intermediate-level Yogic Sthūla Vyayāma practices.
3. To enhance physical, mental, and sensory coordination through structured yogic exercises.

**Learning Outcomes:**

After completion of the course, students will be able to:

1. Demonstrate intermediate-level Sūkṣma and Sthūla Vyayāma practices.
2. Perform Surya Namaskara with correct mantra coordination.
3. Apply yogic movements to support physical strength and cognitive development.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| SEC 33 | Yoga Practice - Intermediate Level | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Yogic Sūkṣma Vyayāma.** **Credit 1**

- Ucchāraṇa-sthala tathā Viśuddha-chakra-śuddhi.
- Prārthanā (Prayer)
- Buddhi-tathā-dhṛti śakti-vikāsaka.
- Smaraṇa śakti-vikāsaka.
- Medhā śakti-vikāsaka.
- Netra śakti-vikāsaka.
- Kapola śakti-vardhaka.
- Karṇa śakti-vardhaka.
- Grīvā śakti-vikāsaka - (i), (ii), (iii), (iv)

**Unit II Yogic Sthūla Vyayāma.** **Credit 1**

- Rekhā-gati (Walking in a straight line)
- Hṛd-gati (Injanadaura, The Locomotive Exercise)
- Utkurḍana (Jumping Exercise)
- Ūrdhva-gati (Upward Movement)
- Sarvāṅga-puṣṭi (Developing the entire body)
- Sūryanamaskāra, Practice with Mantras.

**Essential/Recommended Readings/Texts:**

1. Swami Dhirendra Brahmachari. (1966). Yogasana Vijnana, New Delhi: Dhirendra Yoga Publications.
2. Swami Dhirendra Brahmachari. (1980). *Yogic Sukshma Vyayama*, New Delhi: Dhirendra Yoga Publications.

**Credits - 2**
**Hours - 30**

## SEC 34: Ayurvedic Medicinal Plants and Herbs

**Course Objectives:**

1. To introduce students to important medicinal plants used in Ayurvedic treatments.

**Learning Outcomes:**

After completing this course, learners will be able to:

1. Explain the historical and contemporary significance of medicinal and aromatic plants.
2. Identify key Ayurvedic medicinal plants and describe their systematics, distribution, and uses.
3. Understand conservation issues and cultivation practices related to medicinal plants.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| SEC 34 | Ayurvedic Medicinal Plants and Herbs | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Medicinal and Aromatic Plants (MAPs)** **Credit 1**

- MAPs: Definition, history, importance and future prospects
- Medicinal plants: past and present status in India and the world
- MAPs as industrial crops – constraints and remedial measures
- Medicinal plant diversity and local healthcare
- Medicinal plant conservation: issues and approaches
- Medicinal Plant Conservation Areas (MPCA)
- Non-timber forest products (NTFP)
- Good Agriculture Practices (GAP)
- Indian Himalayan Region (IHR)

**Unit II Important Medicinal and Aromatic Plants.** **Credit 1**

- **Medicinal plants of India – systematics, distribution and uses:**
  - *Acorus calamus*
  - *Adhatoda vasica*
  - *Abrus precatorius*
  - *Aloe vera*
  - *Phyllanthus amarus*
  - *Stevia rebaudiana*
  - Belladona
  - Cinchona
- **Important aromatic plants (taxonomic descriptions and uses):**
  - Citronella, Davana, Damask rose, Geranium, Khus grass, Large cardamom, Lavender

- Lemon grass, Mentha, Holy basil, Patchouli, Rosemary, Palmarosa
- Vetiver, Artemisia, Eucalyptus, Thyme, Marjoram, Oreganum

- **Aromatic spices:**
  - Clove, Cinnamon, Nutmeg, Ajwain, Dill, Celery, Tamarind, Garcinia
  - Curry leaf and Saffron

**Essential/Recommended Readings/Texts:**

1. Bentley, R., & Trimen, H. (1880). *Medicinal Plants*. J&C Churchill.
2. Kirtikar, K. R., & Basu, B. D. (1935). *Indian Medicinal Plants*. Lalit Mohan Basu Publishers.
3. Kala, C. P. (2010). *Medicinal plants of Uttarakhand*.
4. Samant, S. S., & Dhar, U. *Medicinal plants of Indian Himalaya*.

**Credits - 2**
**Hours - 30**

## SEC 35: Yogasana and Pranayama

**Course Objectives:**

1. To enable learners to practice foundational Yogasana and Pranayama techniques for physical, mental and spiritual development.

**Learning Outcomes:**

After completing the course, learners will be able to:

1. Demonstrate selected Yogasanas with correct technique, precautions, and contraindications.
2. Understand the basic concepts of Pranayama, Dhyana and Samadhi.
3. Apply yogic practices for holistic well-being and inner awareness.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| SEC 35 | Yogasana and Pranayama | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I Yogasana Practice.** **Credit 1**

- **Conceptual Components:**
  - Meaning and definition of Yogasana.
  - Objectives and types of Yogasana.
  - Technique, benefits, precautions, prerequisites and contraindications.
- **Asanas Included:**
  - Siddhasana.
  - Padmasana.
  - Bhadrasana.
  - Muktasana.
  - Vajrasana.
  - Swastikasana.
  - Simhasana.
  - Gomukhasana.
  - Virasana.
  - Dhanurasana.
  - Mrtasana.
  - Guptasana.
  - Matsyasana.
  - Paschimottanasana.
  - Matsendrasana.
  - Gorakshasana.

**Unit II Pranayama, Dhyana and Samadhi.** **Credit 1**

- Meaning and relevance.
- Place, time and diet considerations.
- Types of Pranayama.
- Dhyana according to *Gheranda Samhita.*
- Introduction to Samadhi.

**Essential/Recommended Readings/Texts:**

1. Vasu, S. C. (1914). *Gheranda Samhita* (English translation).
2. Kaivalyadhama. *Gheranda Samhita* (with practical commentary).

3. Swami Sivananda. (1934). *The Science of Pranayama*. Divine Life Society.
4. Swami Dhirendra Brahmachari. (1980). *Yogic Sukshma Vyayama*. Dhirendra Yoga Publications.
5. Muktibodhananda, S. (1985). *Hatha Yoga Pradipika (Commentary)*. Bihar School of Yoga.

**Credits - 2**
**Hours - 30**

## SEC 36: Soft Skills and Professional Development

**Course Objectives:**

1. To introduce students to essential soft skills required for personal and professional success.
2. To develop effective communication, interpersonal relations and emotional intelligence.
3. To enhance workplace readiness through leadership, teamwork, etiquette and ethical practice.
4. To strengthen problem-solving, adaptability and innovation skills required in modern workplaces.
5. To prepare students for career planning, resume building and professional interviews.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Demonstrate refined communication skills—verbal, non-verbal, written and presentation-based.
2. Apply emotional intelligence, conflict resolution and teamwork strategies in real-life scenarios.
3. Use time-management tools and SMART goal-setting techniques for academic and career planning.
4. Practice professional ethics, workplace etiquette and leadership skills in organizational contexts.
5. Prepare effective resumes, cover letters and perform confidently in interviews.
6. Exhibit adaptability, critical thinking and creativity in workplace challenges.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| SEC 36 | Soft Skills and Professional Development | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I Soft Skills for Personal and Professional Growth.**

- **Introduction to Soft Skills.**
  - Meaning, nature and relevance in professional settings.
  - Difference between soft and hard skills.
  - Role of soft skills in career advancement.
- **Communication Skills.**
  - Verbal and non-verbal communication.
  - Active listening and effective speaking.
  - Email and business writing etiquette.
  - Public speaking and presentation skills.

- **Interpersonal Skills & Emotional Intelligence.**
  - Building positive workplace relationships.
  - Conflict resolution and negotiation skills.
  - Self-awareness and empathy.
  - Managing emotions, stress and professional behavior.
- **Time Management and Goal Setting.**
  - Prioritization and task management.
  - SMART goals for career planning.
  - Overcoming procrastination.
  - Enhancing productivity and efficiency.

**Unit II Professional Development and Workplace Readiness.**

- **Professional Ethics and Workplace Etiquette.**
  - Workplace culture, norms and expectations.
  - Business etiquette, dress code and body language.
  - Ethical decision-making and corporate responsibility.
- **Leadership and Teamwork.**
  - Leadership styles and qualities.
  - Team dynamics and collaboration.
  - Problem-solving and decision-making in group settings.
- **Adaptability and Innovation.**
  - Managing workplace changes and challenges.
  - Critical thinking and analytical skills.
  - Creativity and innovation for professional growth.
- **Career Planning and Interview Skills.**
  - Resume and cover letter preparation.
  - Interview techniques and preparation.
  - Networking, LinkedIn profiling and personal branding.

**Essential/Recommended Readings/Texts**

1. Carnegie, Dale. *How to Win Friends and Influence People.* Simon & Schuster.
2. Kumar, Sanjay. & Lata, Pushp. *Communication Skills.* Oxford University Press.
3. Goleman, Daniel. *Emotional Intelligence.* Bantam Books.
4. Covey, Stephen R. *The 7 Habits of Highly Effective People.* Simon & Schuster.
5. Robbins, Stephen P. & Hunsaker, Phillip L. *Training in Interpersonal Skills: Tips for Managing People at Work.* Pearson.
6. Pease, Allan & Barbara. *The Definitive Book of Body Language.* Bantam Australia.
7. Lucas, Stephen E. *The Art of Public Speaking.* McGraw-Hill Education.
8. McLean, Scott. *Business Communication for Success.* OpenStax.
9. Barker, Alan. *Improve Your Communication Skills.* Kogan Page.
10. Tracy, Brian. *Eat That Frog! 21 Great Ways to Stop Procrastinating and Get More Done.* Berrett-Koehler.
11. Parikh, M. *Essence of Leadership.* Tata McGraw Hill.
12. Singh, Kavita. *Soft Skills for Professional Excellence.* Wiley India.

**Credits - 2**
**Hours - 30**

## SEC 37: Internship / Practical Training

**Course Objectives:**

1. To provide real-world exposure to industry practices and professional environments.
2. To help students apply theoretical concepts in practical situations.
3. To develop essential workplace skills such as communication, teamwork and professional ethics.
4. To strengthen analytical, managerial and technical abilities through hands-on training.
5. To guide students in preparing structured reports, documentation and professional presentations.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Demonstrate understanding of workplace culture, professional conduct and ethical responsibilities.
2. Apply theoretical knowledge to real-world tasks and industry processes.
3. Work effectively in teams, communicate professionally and interact with supervisors/clients.
4. Maintain systematic records including work logs, reports and project documentation.
5. Plan, execute and present a project based on industry experience.
6. Collect, analyze and interpret field data to propose improvements or solutions.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| SEC 37 | Internship / Practical Training | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I Industry Exposure and Skill Development.**

- **Introduction to Internship / Practical Training.**
  - Objectives and expectations of the internship.
  - Understanding workplace environment, hierarchy & professional ethics.
  - Communication, collaboration and teamwork in professional settings.
- **Fieldwork and Hands-on Training.**
  - Application of theoretical knowledge.
  - Observation, shadowing and assisting in real-world projects.
  - Developing technical, managerial, analytical and soft skills.
- **Reporting and Documentation.**
  - Maintaining daily work logs, diaries and case records.
  - Regular review sessions with supervisors.
  - Ethical and responsible conduct during fieldwork.
- **Assessment:**

- Work Log / Internship Diary Submission.
- Supervisor Evaluation.
- Skill-Based Assessment.

**Unit II Project Work and Final Report Submission.**

- **Project Planning and Execution.**
  - Identifying a problem statement or industry-based project.
  - Applying learned skills to devise solutions.
  - Independent and team-based project development.
- **Data Collection and Analysis.**
  - Gathering practical insights and field data.
  - Identifying challenges and suggesting improvements based on analysis.

- **Final Report and Presentation.**
  - Structure of the internship report: *Introduction – Objectives – Methodology – Observations – Analysis – Conclusion.*
  - Preparing and presenting findings to faculty/industry evaluators.
  - Incorporating feedback and refining the final submission.

- **Assessment:**
  - Internship Project Report Submission.
  - Oral Presentation / Viva-Voce.
  - Industry / Faculty Review and Feedback.

**Essential/Recommended Readings/Texts**

1. Sweitzer, H. F., & King, M. A. The Successful Internship: Personal, Professional and Civic Development. Cengage Learning.
2. Binder, Thomas. Internship Guidebook: Strategies for Professional Growth.
3. Knouse, S. B., Tanner, J. R., & Harris, E. W. Internships: Theory and Practice.
4. Kumar, Sanjay & Lata, Pushp. Communication Skills. Oxford University Press.
5. Goleman, Daniel. Working with Emotional Intelligence. Bantam Books.
6. Cooper, Dominic. Effective Safety Leadership and Ethics in the Workplace.
7. Creswell, John W. Research Design: Qualitative, Quantitative and Mixed Methods Approaches.
8. Kumar, Ranjit. Research Methodology: A Step-by-Step Guide for Beginners. Sage Publications.
9. Turabian, Kate L. A Manual for Writers of Research Papers, Theses and Dissertations.
10. Ministry of AYUSH (Govt. of India). Guidelines for Internship Training in AYUSH Disciplines.
11. WHO. Benchmarks for Training in Traditional / Complementary Medicine.
12. NITI Aayog. Skill Development and Employability Handbook.

**Credits - 2**
**Hours - 30**

## SEC 38: Professional Ethics and Legal Issues in Health Practices

**Course Objectives:**

1. To provide a foundational understanding of ethical principles governing healthcare practices.
2. To familiarize students with legal frameworks relevant to Ayurveda, Yoga, Naturopathy and other wellness systems.
3. To cultivate awareness of professional responsibilities, patient rights and practitioner obligations.
4. To prepare students for ethical decision-making in clinical and non-clinical health environments.
5. To ensure responsible, lawful and patient-centered conduct in health professions.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Understand and explain major ethical theories and their application to healthcare.
2. Apply core ethical principles—autonomy, beneficence, non-maleficence and justice—in health-related decisions.
3. Demonstrate knowledge of national and international healthcare regulations.
4. Recognize patient rights and legal duties of healthcare practitioners.
5. Understand ethical and legal considerations specific to Yoga, Ayurveda and alternative medicine practices.
6. Identify issues related to negligence, malpractice, confidentiality and informed consent.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| SEC 38 | Professional Ethics and Legal Issues in Health Practices | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I Foundations of Professional Ethics in Healthcare.**

- **Introduction to Ethics in Healthcare.**
  - Meaning, scope and importance of professional ethics.
  - Ethical theories: Deontology, Utilitarianism, Virtue Ethics..
  - Ethics and patient-centered care

- **Core Ethical Principles in Healthcare.**
  - Autonomy: Patient rights and informed consent.
  - Beneficence: Promoting patient well-being.
  - Non-maleficence: Avoiding harm in treatments and interventions.
  - Justice: Fair distribution of healthcare resources.

**Unit II Legal Frameworks in Health Practices.**

- **Regulatory Bodies and Laws Governing Healthcare.**
  - National and international healthcare laws and standards.
  - Legal frameworks for Ayurveda, Yoga, Naturopathy and traditional/alternative medicine.
  - Role of medical councils, AYUSH bodies and accreditation agencies.

- **Patient Rights and Legal Responsibilities of Healthcare Practitioners.**
  - Privacy and confidentiality (HIPAA, GDPR relevance)
  - Informed consent, documentation and decision-making.
  - Malpractice, negligence, liabilities and legal consequences.

**Essential/Recommended Readings/Texts**

1. Beauchamp, T. L., & Childress, J. F. *Principles of Biomedical Ethics.* Oxford University Press.
2. Gillon, R. *Philosophical Medical Ethics.* Wiley-Blackwell.
3. Purtilo, R. B., & Doherty, R. F. *Ethical Dimensions in the Health Professions.* Elsevier.
4. Stanford Encyclopedia of Philosophy – Articles on Healthcare Ethics.
5. Indian Ministry of AYUSH – Regulatory Guidelines for Ayurveda and Yoga Practice.
6. Sharma, P. V. *Ayurveda: Principles and Practice.*
7. Basavaraddi, I. V. (MDNIY). *Yoga and Law: Guidelines for Professional Practice.*

**Credits - 2**
**Hours - 30**

## SEC 39: Therapeutic Yoga and Holistic Health

**Course Objectives:**

1. To introduce foundational principles of yoga therapy.
2. To familiarize students with biomedical and psychological approaches to therapeutic yoga.
3. To develop awareness of therapeutic tools and professional practices in yoga therapy.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the basis and foundations of yoga therapy.
2. Identify bio-psychological elements relevant to therapeutic practices.
3. Demonstrate understanding of therapeutic tools and professional clinic-based practice.
4. Recognize how yoga can be used therapeutically to address health conditions.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| SEC 39 | Therapeutic Yoga and Holistic Health | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Basis of Yoga Therapy.** **Credit 1**

- Basis of Yoga Therapy.
- Acupressure Therapy.

**Unit II Foundations of Yoga Therapy.** **Credit 1**

- Biomedical Foundations.
- Psychological Foundations.

**Unit III Therapeutic Tools and Skills.** **Credit 1**

- Therapeutic tools.
- Therapeutic skills.

**Unit IV Excellence in Professional Practice.** **Credit 1**

1. Mentored student clinic.
2. Yoga therapy: special topics.

**Essential/Recommended Readings/Texts:**

1. Kuvalayananda, S., & Vinekar, S. L. (1963). *Yogic therapy: Its basic principles and methods*. Kaivalyadhama.
2. Desikachar, T. K. V. (1995). *Health, healing and beyond*. North Point Press.
3. Satyananda Saraswati, S. (2002). *Yoga psychology*. Bihar School of Yoga.

4. Nagendra, H. R., & Nagarathna, R. (2003). *Yoga for common ailments*. VYASA Publications.
5. Michael Lee. (2011). *Yoga therapy for stress and anxiety*. New Harbinger Publications.
6. Iyengar, B. K. S. (2013). *Light on yoga therapy*. Harper Collins.
7. Le Page, J., & Le Page, L. (2016). *Yoga therapy: A holistic approach to wellness*. Integrative Yoga Therapy Publications.
8. Bharat Thakur. *Ayurvedic acupressure & Sujok therapy*.
9. Kaminoff, L. *Yoga anatomy*. Human Kinetics.
10. Satyananda Saraswati, S. *Yoga therapy*. Bihar Yoga Bharati.
11. Gharote, M. L., Guruji, K. V., & Nagarathna, R. *Therapeutic yoga*. Kaivalyadhama Publications.

**Credits - 2**
**Hours - 30**

## SEC 40: Advanced Yoga Practices and Teaching Methodologies

**Course Objectives:**

1. Develop advanced Yoga skills and learn effective teaching methodologies.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Apply pedagogical principles in Yoga teaching.
2. Demonstrate effective class planning and management skills.
3. Design and deliver structured Yoga lessons for diverse groups.
4. Utilize educational tools and methodologies appropriate for Yoga instruction.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| SEC 40 | Advanced Yoga Practices and Teaching Methodologies | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Principles and Methods of Teaching Yoga.** **Credit 1**

- Teaching and learning: concepts and relationship.
- Principles of teaching: levels and phases of teaching.
- Qualities of a perfect Yoga Guru.
- Meaning and scope of teaching methods.
- Factors influencing teaching methods.
- Sources of teaching methods.
- Role of Yoga teachers and teacher training.

**Unit II Basics of Yoga Class Management.** **Credit 1**

- Practice of Yoga at different levels:
  - Beginners.
  - Advanced.
  - School children.
  - Youth.
  - Women.
  - Special attention groups.
- Techniques of mass instruction.
- Techniques of individualized teaching.
- Techniques of group teaching.
- Organization of teaching: time management, discipline.

**Unit III Lesson Planning in Yoga.** **Credit 1**

- Essentials of a good lesson plan: concept and need.
- Planning of teaching Yoga:
  - Shatkriya.

  - Asana.
  - Mudra.
  - Pranayama.
  - Meditation.
- Models of lesson plan.
- Lesson plan and its practical applications.
- Effective use of library and resources.

**Unit IV Educational Tools of Yoga Teaching.** **Credit 1**

- Yoga classroom: essential features, area, sitting arrangements.
- Classroom problems: types and solutions.
- Characteristics and essentials of good Yoga teaching.
- Time table: need, types and principles.
- Time table for Yoga teaching.
- Meaning, importance and types of educational technology.
- Role of educational technology in Yoga.

**Essential/Recommended Readings/Texts:**

1. Iyengar, B. K. S. (1966). *Light on Yoga*. George Allen & Unwin.
2. Kuvalayananda, S. (1977). *Asanas*. Kaivalyadhama.
3. Satchidananda, S. (1978). *The Yoga Sutras of Patanjali: Commentary*. Integral Yoga Publications.
4. Venkatesananda, S. (1984). *The Concise Yoga Vāsiṣṭha*. State University of New York Press.
5. Satyananda Saraswati, S. (1989). *Teaching Yoga in Schools and Institutions*. Bihar School of Yoga.
6. Gharote, M. L. (2001). *Applied Yoga*. Kaivalyadhama.
7. Gharote, M. L. (2007). *Teaching Methods for Yogic Practices*. Kaivalyadhama.
8. Shri Krishna. (2009). *Notes on Basic Principles and Methods of Teaching as Applied to Yogic Practices*. Kaivalyadhama.
9. Feuerstein, G. (2008). *The Yoga Tradition*. Hohm Press.
10. Telles, S., & Desiraju, T. (2012). *Yoga and Neurophysiology*. Sri Ramachandra Publications.

**Credits - 2**
**Hours - 30**

## SEC 41: Artificial Intelligence & Natural Language Processing

**Course Objectives:**

1. To introduce the foundational concepts, techniques and applications of Artificial Intelligence (AI).
2. To provide a structured understanding of Natural Language Processing (NLP), including linguistic levels, encoding and transliteration.
3. To familiarize students with morphological analysis, compound processing and machine translation approaches.
4. To introduce computational linguistics, speech technologies, language understanding and natural language interfaces.
5. To expose learners to computational tools and AI applications in Sanskrit and other Indian languages.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Define AI, describe its techniques and explain problem spaces and search strategies.
2. Understand linguistic concepts essential for NLP: morphology, encoding and transliteration schemes.
3. Perform basic morphological and compound analysis and generation (practical).
4. Explain rule-based and machine learning–based approaches to Machine Translation.
5. Describe the fundamentals and current state of Computational Linguistics.
6. Understand speech recognition, speech synthesis, text processing and knowledge representation systems.
7. Explore computational tools relevant to Sanskrit language processing.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| SEC 41 | Artificial Intelligence & Natural Language Processing | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Artificial Intelligence.** **Credit 1**

- Definition of AI.
- AI techniques.
- Levels of models.
- Problem spaces and search:
  - Defining problems as state-space.
  - Production systems.
  - Problem characteristics.
- Applications of AI.

**Unit II Introduction to NLP.** **Credit 1**

- Levels of linguistic analysis:
- Characters → Morpheme → Word → Sentence → Discourse.
- Encoding systems: Unicode, ASCII.
- Transliteration schemes: IAST, ISO 15919, Harvard-Kyoto, etc.
- Morphological analysis and generation.
- Compound analysis and generation (Practical)

**Unit III Introduction to Machine Translation.** **Credit 1**

- Rule-based Machine Translation.
- Machine Learning–based MT.
    - Sequence-to-Sequence models.
- Paninian grammatical concepts for Indian languages.
- Introduction to computational tools for Sanskrit.

**Unit IV Computational Linguistics & Speech Technologies.** **Credit 1**

- **Introduction to Computational Linguistics.**
    - State-of-the-art in Computational Linguistics.
    - Language analysis and understanding.
    - Natural language generation.
    - Text processing.
    - Knowledge representation in NLP.
- **Speech and Language Technologies.**
    - Speech recognition and speaker recognition.
    - Speech synthesis.
    - Text-to-speech systems.
    - Natural language interfaces and applications.

**Essential/Recommended Readings/Texts**

1. Rich, Elaine & Knight, Kevin. *Artificial Intelligence.* Tata McGraw Hill.
2. Russell, Stuart & Norvig, Peter. *Artificial Intelligence: A Modern Approach.* Pearson.
3. Jurafsky, Dan & Martin, James. *Speech and Language Processing.* Pearson.
4. Manning, Christopher & Schütze, Hinrich. *Foundations of Statistical Natural Language Processing.* MIT Press.
5. Bharati, Akshar; Chaitanya, Vineet; Sangal, Rajeev. *Natural Language Processing: A Paninian Perspective.* Prentice Hall.

**Additional Readings:**

1. Nivre, Joakim. *Dependency Grammar and Parsing.*
2. Smith, Noah A. *Linguistic Structure Prediction.*
3. Ranganath, S. *Computational Sanskrit Tools and Applications.*

**Credits - 2**
**Hours - 30**

## SEC 42: Research Elective

**Course Objectives:**

1. To Introduce students to fundamental and advanced concepts of research methodology.
2. To Develop skills in formulating research problems, hypotheses, objectives and research designs.
3. To Train students in qualitative, quantitative and mixed-method research approaches.
4. Familiarize learners with tools for data collection, analysis, referencing and academic writing.
5. To Enable students to undertake an independent research project and present findings systematically.
6. To Build ethical understanding and integrity in research practices.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Identify research gaps and formulate researchable problems.
2. Develop objectives, hypotheses and appropriate research designs.
3. Apply quantitative and qualitative research methods.
4. Collect, analyze and interpret data using appropriate statistical tools.
5. Write research proposals, reports and academic papers following ethical guidelines.
6. Present research outcomes effectively using tables, graphs and visual tools.
7. Demonstrate the ability to conduct an independent mini-research project.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| SEC 42 | Research Elective | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Research.** **Credit 1**

- Meaning, scope and importance of research.
- Types of research:
  - Fundamental.
  - Applied.
  - Experimental.
  - Descriptive.
  - Analytical.
  - Interdisciplinary.
- Research ethics and plagiarism awareness.
- Identification & formulation of a research problem.
- Writing research objectives and hypotheses.

**Unit II Research Design & Methods.** **Credit 1**

- Components of research design.
- Sampling techniques:
  - Probability (Random, Stratified, Systematic)
  - Non-probability (Convenience, Purposive, Snowball)
- Methods of data collection:
  - Observation.
  - Interviews.
  - Questionnaires & surveys.
  - Textual/literary analysis.
- Tools for qualitative research:
  - Content analysis.
  - Focus groups.
  - Case studies.
- Tools for quantitative research:
  - Variable types.
  - Measurement scales.
  - Reliability & validity.

**Unit III Data Analysis & Academic Writing.** **Credit 1**

- Basics of statistical analysis:
  - Mean, median, mode.
  - Standard deviation.
  - Correlation & regression (introductory)
- Qualitative data interpretation: coding, themes, categories.
- Structure of a research paper or dissertation:
  - Introduction.
  - Literature review.
  - Methodology.
  - Results.
  - Discussion.
  - Conclusion.
- Citation styles: APA / MLA / Chicago.
- Use of digital research tools:
  - Zotero / Mendeley.
  - Google Scholar.
  - Turnitin-like plagiarism checkers.

**Unit IV Research Project (Practicum)** **Credit 1**

- Selection of topic in consultation with faculty.
- Preparation of research proposal/synopsis.
- Review of relevant literature.
- Data collection & analysis (field, text-based, clinical, or digital depending on discipline).
- Preparation of research report.
- Oral/viva presentation of research findings.

**Essential/Recommended Readings/Texts**

1. Kothari, C.R. — Research Methodology: Methods and Techniques.
2. Creswell, J.W. — Research Design.
3. Flick, Uwe — An Introduction to Qualitative Research.
4. Best & Kahn — Research in Education.
5. Cohen & Manion — Research Methods in Education.

**Discipline-Specific (Optional Based on Stream)**

- For Ayurveda:
  - Sahu, M. *Research Methods in Ayurveda.*
  - Ravindra Angadi Principles *of Ayurvedic Research.*
- For Yoga & Psychology:
  - Telles, Shirley — *Yoga and Neuroscience Research.*
  - APA Publication Manual.
- For Sanskrit & Literature:
  - Gombrich — *Philology and Textual Research.*
  - Salomon — *Indian Epigraphy* (for textual studies)

# POOL OF VALUE-ADDED COURSES

**Credits - 2**
**Hours - 30**

## VAC 1: Leadership Excellence through the Gita

**Course Objectives:**

1. To understand the leadership principles articulated in the Bhagavad Gita.
2. To explore ethical decision-making, duty and self-mastery as leadership essentials.
3. To apply Gita's wisdom to modern challenges in governance, defence and organizational contexts.
4. To develop personal effectiveness, resilience and clarity in leadership roles.
5. To bridge ancient wisdom with contemporary defence leadership and management practices.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Identify key verses of the Gita relevant to leadership and duty.
2. Demonstrate self-awareness and discipline as the foundation of leadership.
3. Apply karma yoga, jnana yoga and bhakti yoga principles to leadership contexts.
4. Analyse leadership dilemmas through the lens of dharma and ethics.
5. Integrate Gita-based leadership values into defence, security and organizational contexts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| VAC 1 | Leadership Excellence through the Gita | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I Foundations of Leadership in the Gita.** **Credit 1**

- Arjuna's dilemma and Krishna's leadership guidance.
- Concepts of Svadharma, duty and righteous action.
- Leadership styles in the Gita: guiding, mentoring, commanding.
- Relevance to military and defence contexts.

**Unit II Self-Mastery and Leadership Effectiveness.** **Credit 1**

- Atman and self-awareness as the leader's strength.
- Emotional regulation and equanimity (Samatvam Yoga Uchyate).
- Overcoming fear, doubt and attachment in decision-making.
- Case reflections: Leaders in Indian history & defence.

**Unit III Ethical Decision-Making and Strategic Action.** **Credit 1**

- Karma Yoga: Action without attachment.
- Nishkama Karma: Detachment and focus in leadership.
- Dharma and leadership ethics in war, governance and society.
- Defence leadership dilemmas: Just war, duty vs. consequence.

**Unit IV Applied Leadership and Contemporary Relevance.** **Credit 1**

- Bhakti and Jnana approaches to leadership.
- Servant leadership and humility in the Gita.
- Application to defence forces, corporate governance and public life.
- Mini-project: Leadership lessons from the Gita for 21st-century defence and security.

**Essential/Recommended Readings/Texts:**


1. Aurobindo, Sri. (1922). *Essays on the Gita*. Sri Aurobindo Ashram Publication Department.
2. Bhave, V. (1938). *Talks on the Gita*. Sarva Seva Sangh Prakashan. Retrieved September 2, 2025, from https://www.mkgandhi.org/talksongita/talk_gita.php
3. Aurobindo, Sri. (1950). *The message of the Gita as interpreted by Sri Aurobindo*. Sri Aurobindo Ashram Publication Department.
4. Chinmayananda, Swami. (1987). *The Bhagavad Geeta: Chapter XVIII*. Central Chinmaya Mission Trust.
5. Chakraborty, S. K. (1996). *Wisdom leadership: Gita and the art of successful management*. Indus/HarperCollins India.
6. Ranganathananda, Swami. (2000). *Universal message of the Bhagavad Gita*. Advaita Ashrama.
7. Easwaran, E. (2005). *The Bhagavad Gita for daily living* (Vols. 1–3). Jaico Publishing House.
8. Devaraj, N. K. (2024). *Leadership lessons from the Bhagavad Gita*.


**Additional Readings:**


1. Gosvami, Narayana. *Bhagavad-gita: With Vaishnava Commentaries*. Delhi: Motilal Banarsidass, 2013.
2. Śrīmadbhagavadgītā (Sādhaka Hindī Ṭīkā). Gorakhpur: Gita Press, 2000.
3. Srinivasan, M. S. *Management Paradigms from Bhagavad Gita*. Pondicherry: Sri Aurobindo Society.
4. The Bhagavadgītā or *The Song Divine: With Sanskrit Text and English Translation*. Gorakhpur: Gita Press, 1999.
5. Yogananda, Paramahansa. *God Talks with Arjuna: The Bhagavad Gita*. Los Angeles: Self-Realization Fellowship, 1995.


**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Quizzes on key concepts and verses from the Gita.
2. Reflection essays like “My leadership takeaway from Arjuna’s dilemma.”
3. Verse interpretation assignment of Gita shlokas for leadership relevance.
4. Group discussion on Case studies like Duty vs. consequence in defence leadership
5. Presentation group or individual on Gita-based solutions to modern leadership dilemmas.
6. Mini-project consisting of an application paper like Leadership model for defence/security inspired by the Gita.

**Credits - 2**
**Hours - 30**

## VAC 2: Rājadharma in the Mahābhārata and Śukranīti

**Course Objectives:**

1. To explore the concept of Rājadharma (duties of a ruler) in Sanskrit political thought.
2. To conduct a comparative study of Rājadharma in the Mahābhārata and Śukranīti.
3. To examine governance, diplomacy, justice and military duties from a defense and statecraft perspective.
4. To understand the ethical dilemmas of rulership in epic and nītiśāstra traditions.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Identify the textual foundations of Rājadharma in epic and nīti traditions.
2. Analyze the political, moral and legal duties of rulers as prescribed in Sanskrit texts.
3. Compare and contrast epic-based and nītiśāstra-based governance principles.
4. Analyze governance, diplomacy, justice and military responsibilities through the lens of defense and statecraft.
5. Apply traditional governance principles to modern political and defense scenarios.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| VAC 2 | Rājadharma in the Mahābhārata and Śukranīti | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I Foundations of Rājadharma in the Mahābhārata & Śukranīti. Credit 1**

- Introduction to Rājadharma: Meaning, scope, historical significance.
- Overview of Mahābhārata on kingship (Mahābhārata - Śānti Parva (Chapters 58-69, 107–121), Anuśāsana Parva (Chapters 1-10)
- Overview of Śukranīti (Śukranīti -1.1-90)
- Sources of royal authority.
- Qualities of an ideal king.

**Unit II Administration, Justice and Welfare. Credit 1**

- Role of the king as protector.
- Attachment vs. Duty (Mahābhārata: Sabha Parva, Chapters 58–70; Śānti Parva, Chapter 63.
- Danda-nīti (Mahābhārata - Śānti Parva (Chapters 88–96, 121–123)
- Revenue, taxation and economic justice (Śukranīti -2.1–120)
- Welfare policies.
- Ministers, counsellors and administration structure.

**Unit III Diplomacy, War and Defense Duties of a King. Credit 1**

- Foreign policy in Rājadharma — Sandhi, Vigraha, Yāna, Āsana, Dvaidhibhāva.
- Duties in wartime (Śukranīti —3.1–150)

- Strategic sciences (Mahābhārata—Udyoga Parva (Chapters 33–36), Śānti Parva (Chapters 99–106)
- Role of alliances and treaties.

**Unit IV Ethical Dilemmas and Decline of Dharma. Credit 1**

- Understanding dharma-sankata (conflict of duties) in rulership (Mahābhārata: Śānti Parva, Chapters 56–57, 301, Śukranīti-4.1–20)
- Śukranīti on the moral decay of officials, ministers and the signs of adharma-dominated governance and societal breakdown (Śukranīti-4.21–65)
- Bhīṣma's remedies for restoring rājadharma (Mahābhārata-Śānti Parva, Chapters 306-310)
- Śukranīti's principles of purging corruption and re-establishing order (Śukranīti-4.66-80)

**Essential/Recommended Readings/Texts:**

1. Ganguli, K. M. (Trans.). (1883–1896/2010). *The Mahabharata of Krishna-Dwaipayana Vyasa* (12 vols.). Bharata Press. (Reprinted by Motilal Banarsidass, 2010)
2. Śukra. (1914/1975). *Śukranīti* (B. K. Sarkar, Ed. & Trans.). Greater India Society. (Reprinted by Cosmo Publications, 1975)
3. Hopkins, E. W. (1924). *The ethics of India*. Yale University Press.
4. Fitzgerald, J. L. (Trans.). (2004). *The Mahabharata, Book 11: The Book of the Women; Book 12: The Book of Peace, Part One*. University of Chicago Press.
5. Debroy, B. (Trans.). (2010–2014). *The Mahabharata* (10 vols.). Penguin Books.

**Additional Readings:**

1. Sarkar, B. K. (1922). *The Hindu theory of the state*. Longmans, Green & Co.
2. Kane, P. V. (1930–1962). *History of Dharmaśāstra* (Vols. 1–5). Bhandarkar Oriental Research Institute.
3. Altekar, A. S. (1958). *State and government in ancient India* (2nd ed.). Motilal Banarsidass.
4. Bhattacharya, N. N. (1984). *Indian political thought from Manu to Gandhi*. Ajanta Publications.
5. Rangarajan, L. N. (Trans.). (1992). *Kautilya: The Arthashastra*. Penguin Books.
6. Sharma, A. (2004). *Hinduism and human rights: A conceptual approach*. Oxford University Press.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Textual Reading Reflections like short write-ups (500 words) on assigned passages from the Śānti Parva and Śukranīti focusing on dharma, kingship, defence, ethics.
2. Class Presentations either group or individual presentation on themes such as "Rājadharma and Just War" or "Ethics of Counsel to Kings."
3. Comparative Essay like writing a short essay (1,000 words) comparing Mahābhārata and Śukranīti views on leadership, law, or military ethics.
4. Discussion Participation to encourage active involvement in classroom discussions, debates and Q&A.
5. Presentation of the topic in the Vagvardhini Parishad.

**Credits - 2**
**Hours - 30**

## VAC 3: Bhārata Bodha

**Course Objectives:**

1. To provide students with knowledge of the cultural, social, political and philosophical foundations of Bharatvarsha.
2. To explore India's civilizational identity through its literature, art and knowledge systems.
3. To examine Indian concepts of dharma, governance and universal brotherhood (Vasudhaiva Kutumbakam).
4. To highlight India's contributions to science, mathematics, medicine, ecology and economics.
5. To connect ancient Indian wisdom with modern challenges in society, defence and sustainability.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the concept and cultural significance of Bharatvarsha.
2. Analyze the evolution of Indian scripts, languages, art and knowledge systems.
3. Assess the role of dharma, polity and governance in shaping Indian civilization.
4. Identify contributions of ancient India to science, mathematics, medicine and ecology.
5. Evaluate traditional Indian economic systems and their relevance for sustainability.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| VAC 3 | Bhārata Bodha | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Concept of Bharatvarsha and Literature.** **Credit 1**

- Idea of Bharatvarsha and its synonyms.
- Rashtra, Raja and Rajya
- Indian concepts of time and space.
- Survey of Indian literature: Vedas, Vedangas, Upanishads, Epics, Jain and Buddhist texts, Smritis, Puranas.

**Unit II Knowledge Traditions, Art and Education.** **Credit 1**

- Evolution of Indian scripts and languages: Brahmi, Kharoshthi, Pali, Prakrit, Sanskrit, Tigaliri.
- Salient features of Indian art and cultural expressions.
- Indian educational traditions and the ethics of valor.

**Unit III Dharma, Philosophy and Governance.** **Credit 1**

- Indian perspectives on dharma and darśana.
- The concept of Vasudhaiva Kutumbakam: man, family, society, world.
- Polity and governance: Janapada and Gram Swarajya.

**Unit IV Science, Environment and Economic Tradition. Credit 1**

- Ancient Indian science and technology.
- Environmental conservation in Indian thought.
- Ayurveda, Yoga and health sciences.
- Indian numeral system and mathematics.
- Economic traditions: agriculture, industry, trade and maritime commerce.

**Essential/Recommended Readings/Texts:**


1. Altekar, A. S. (1944). *Education in ancient India*. Nand Kishore & Bros.
2. Basham, A. L. (1994). *The wonder that was India*. Rupa.
3. Dharampal. (1995). *The beautiful tree: Indigenous Indian education in the eighteenth century*. Other India Press.
4. Pandey, R. (1998). *Bhāratīya purāttatva* [भारतीय पुरातत्व]. Lok Bharti Prakashan.
5. Mookerji, R. K. (1999). *Indian shipping: A history of seaborne trade and maritime activity of the Indians from the earliest times*. South Asia Books.
6. Pandey, G. C. (2008). *Bhāratīya saṃskṛti* [भारतीय संस्कृति]. Hindi Granth Academy.
7. Sihag, B. S. (2014). *Kautilya: The true founder of economics*. Vitasta Publishing.
8. Jaiswal, K. P. (2021). *Hindu polity*. Gyan Publishing House.
9. Śrī Aurobindo. (n.d.). *Bhāratīya saṃskṛti ke ādhār* [भारतीय संस्कृति के आधार]. Sri Aurobindo Ashram.


**Additional Readings:**


1. Maurice, T. (1806). *Indian antiquities*. T. Maurice.
2. Mookherjee, R. (1914). *The fundamental unity of India*. Longmans Green.
3. Durant, W. (1935–1975/1993). *The story of civilization* (11 vols.). Simon & Schuster. (Reprint 1993)
4. Arrhenius, G. (1970). *Evolution for space*. Almqvist & Wiksell.
5. Elliott, F. R. (1996). *Gender, family and society*. St. Martin's Press.
6. Pathak, V. S. (1992). *Desh ke abhidan* [देश के अभिधान]. Poovarth Sansthan.
7. Omprakash Pandey. (2005). *Drshtavya jagat ka yatharth* [दृष्टव्य जगत का यथार्थ]. Prabhat Prakashan.
8. Narendra Mohan. (2011). *Bhāratīya saṃskṛti* [भारतीय संस्कृति]. Prabhat Prakashan.
9. Dwivedi, K. D. (2014). *Vedon mein vijñān* [वेदों में विज्ञान]. Vishvabharti Anusandhan Parishad.
10. Mittal, S. C. (2018). *Bhāratīya saṃskṛti ke chār adhyāy* [भारतीय संस्कृति के चार अध्याय]. Akhil Bharatiya Itihaas Sankalan Yojana.
11. Aggarwal, V. S. (n.d.). *Pāṇini kālīn Bhāratvarṣ* [पाणिनि कालीन भारतवर्ष]. Prithvi Prakashan.
12. Bhagvadatt. (n.d.). *Vṛhad Bhārat kā itihās* [वृहद भारत का इतिहास]. Pranav Prakashan.
13. Ginsburg, Z. (n.d.). *New light on our numerals*. [Publisher not specified].


**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Short Response Assignments where students should submit brief written reflections on selected themes (e.g., Dharma, Vasudhaiva Kutumbakam, Indian economic traditions).

2. Class Presentations either Individual or in groups on topics such as Indian numeral system, maritime trade, or Bharatvarsha in Epics.
3. Textual Analysis Exercises involving the close reading of passages from Mahābhārata, Smṛtis, or Arthaśāstra with interpretation of their socio-political ideas.
4. Practical Application/Case Study through small projects linking ancient ideas (e.g., Ayurveda, governance, environmental ethics) to modern Defence and security perspectives.
5. Class Participation and Discussion to encourage active engagement in discussions, debates and peer feedback sessions.
6. Project/Portfolio consisting of a compilation of assignments + a short essay or project demonstrating integrated understanding of Bharata Bodha.

**Credits - 2**
**Hours - 30**

## VAC 4: Envisaging Vikasita Bhārata: Perspectives and Challenges

**Course Objectives:**

1. To familiarize students with the concept of Vikasita Bhārata and its vision for 2047.
2. To develop an understanding of the structural, economic, cultural and strategic pillars of India's transformation.
3. To examine the challenges and opportunities of inclusive and sustainable growth.
4. To build a sense of national pride, optimism and responsibility among students.
5. To integrate perspectives from Sanskrit traditions and Defence Studies in shaping the vision of Vikasita Bhārata.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Comprehend the vision, philosophy and values underlying Vikasita Bhārata.
2. Analyse the dynamics of India's transformation in economy, society, technology and governance.
3. Critically evaluate policies and initiatives that empower farmers, youth and entrepreneurs.
4. Assess the role of sustainability, women-led development and India's soft power in shaping global leadership.
5. Apply the philosophy of Vikasita Bhārata to real-life contexts with optimism and responsibility.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| VAC 4 | Envisaging Vikasita Bhārata: Perspectives and Challenges | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I Vikasita Bhārata @2047: A Determination.** **Credit 1**

- Concept and philosophy of Vikasita Bhārata.
- Indian perspective of development: Sarve Bhavantu Sukhinah.
- Civilisational ethos, cultural nationalism and strategic self-reliance.

**Unit II Transforming the Nation.** **Credit 1**

- PM Gati Shakti National Master Plan.
- Energy security: conventional and renewable.
- Digital transformation and e-governance.
- Case illustrations of national infrastructure and digital initiatives.

**Unit III National Security and Vikasita Bhārata.** **Credit 1**

- Importance of defence for national development.
- Atmanirbhara Bhārata and indigenous defence production.

- Modernisation of armed forces in the 21st century.
- Role of armed forces in nation building and disaster response.

**Unit IV Sustainable and Inclusive Bhārata. Credit 1**

- Climate challenges and the SDGs.
- Women-led development and Shiksha se Sarvodaya.
- India as a soft power in the 21st century.
- Emerging global role of India in peace, culture and sustainability.

**Essential/Recommended Readings/Texts:**

1. Government of India. (2023). *Economic survey 2023*. Ministry of Finance.
2. Gupta, A., & Gurumurthy, S. (Eds.). (2021). *Aatmanibhar Bharat: A vibrant and strong India*. Aryan Books International.
3. Vashisht, S. (Ed.). (2021). *Atma Nirbhar Bharat: Towards a self-reliant India*. Prabhat Prakashan.
4. Rao, T. C. (2024). *The architects of Viksit Bharat*. Prabhat Prakashan.

**Additional Readings:**

1. Harshe, R., & Seethi, K. M. (Eds.). (2009). *Engaging with the world: Critical reflections on India's foreign policy*. Orient Blackswan.
2. Khanna, S., & Moorthy, P. (2017). Analysing India's soft power functioning in the twenty-first century. *India Quarterly, 73*(3), 292–311.
3. Pant, H. V. (2019). *Indian foreign policy: The Modi era*. Har Anand Publications.
4. Kumar, S. (2023). Development strategy for future India and Atmanirbhar Bharat: A way forward. *Contemporary World Economy Journal, 1*(4).

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Short policy brief on one pillar of Viksit Bharat (e.g., digital transformation, energy, rural sector).
2. Group presentation on a case study (e.g., PM Gati Shakti, Start-up India, or Indus Water security).
3. Field report on a local MSME, village institution, or infrastructure project and its relevance to Viksit Bharat.
4. Debate on challenges to achieving Viksit Bharat by 2047.
5. Reflection essay on the role of Sanskrit values (Dharma, Sarvodaya, Sarve Bhavantu Sukhinah) in India's development.
6. Simulation or role-play on addressing a policy gap in Viksit Bharat initiatives.

**Credits - 2**
**Hours - 30**

## VAC 5: Constitutional Values and Duties

**Course Objectives:**

1. To familiarize students with constitutional values and duties as guiding principles of Indian democracy
2. To relate these values to governance, ethics and commerce, especially in defence and corporate contexts.
3. To develop critical perspectives on the role of rights, duties and governance institutions in upholding constitutional morality.
4. To evaluate contemporary challenges-corruption, corporate fraud, inequality-through the lens of constitutional principles.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the meaning, sources and significance of constitutional values.
2. Assess the relationship between Fundamental Rights, DPSP and economic/defence policies.
3. Analyze the concept of Fundamental Duties and their link with corporate ethics and CSR.
4. Examine the role of governance institutions in maintaining constitutional morality.
5. Critically reflect on challenges to constitutional values in business and defence sectors.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| VAC 5 | Constitutional Values and Duties | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Constitutional Values and Philosophical Foundations.** **Credit 1**

- Meaning & significance of constitutional values.
- Preamble, justice, liberty, equality, fraternity.
- Constitutional morality and contemporary relevance in business, defence and governance.

**Unit II Fundamental Rights and DPSP.** **Credit 1**

- Scope & limitations of Fundamental Rights in commerce and governance.
- DPSPs and their role in economic and defence policies.
- Judicial interpretations and landmark cases.

**Unit III Fundamental Duties and Corporate Responsibility.** **Credit 1**

- Evolution & significance of Fundamental Duties.
- Duties and corporate social responsibility (CSR).
- Comparative perspective: duties in other democracies.

**Unit IV Governance, Challenges and Way Forward. Credit 1**

- Role of executive, legislature, judiciary in upholding constitutional values.
- Ethical governance, labour laws, economic inclusivity.
- Corporate accountability, PIL and judicial activism.
- Contemporary challenges: corruption, fraud, inequality; role of civil society and media.

**Essential/Recommended Readings/Texts:**

1. Ambedkar, B. R. (1979–2006). *Writings and speeches* (Vols. 1–17). Education Department, Government of Maharashtra.
2. Austin, G. (1999). *The Indian constitution: Cornerstone of a nation*. Oxford University Press.
3. Sathe, S. P. (2002). *Judicial activism in India: Transgressing borders and enforcing limits*. Oxford University Press.
4. Basu, D. D. (2018). *Introduction to the constitution of India* (23rd ed.). LexisNexis.
5. Jain, M. P. (2018). *Indian constitutional law* (8th ed.). LexisNexis.

**Additional Readings:**

1. Kashyap, S. C. (2011). *Our constitution: An introduction to India's constitution and constitutional law*. National Book Trust.
2. Choudhry, S., Khosla, M., & Mehta, P. B. (Eds.). (2016). *The Oxford handbook of the Indian constitution*. Oxford University Press.
3. De, R. (2018). *A people's constitution: The everyday life of law in the Indian republic*. Princeton University Press.
4. Government of India / SEBI / Ministry of Corporate Affairs. (n.d.). *Reports on corporate governance and CSR*. [Various reports].
5. Supreme Court of India. (n.d.). *Select judgments on Fundamental Rights, Directive Principles of State Policy and Duties*. [Legal judgments].

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Short Written Reflections of 500-word notes on constitutional values or duties in defence/business context.
2. Class Presentations on landmark cases or CSR initiatives upholding constitutional duties.
3. Case Study Analysis like judicial interventions in corruption/inequality affecting defence or commerce.
4. Group Discussion/Debate on topics like Fundamental Rights vs DPSP or CSR as Constitutional Duty.
5. Participation and Engagement by contributing to class dialogue and peer learning.
   Final Portfolio/Project consisting of compilation of assignments, case briefs and an essay on a chosen theme.

**Credits - 2**
**Hours - 30**

## VAC 6: Environmental Security

**Course Objectives:**

1. To introduce students to the concept of environmental security and its growing importance in defence and strategic studies.
2. To examine the role of environmental change and resource scarcity in shaping conflicts and instability.
3. To evaluate climate change, disasters and migration as security challenges.
4. To analyse national and international policies and the role of defence forces in environmental management.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the evolution and scope of environmental security.
2. Analyse the role of natural resources and environmental stressors in conflict.
3. Evaluate climate change and disasters as "threat multipliers" for security.
4. Assess defence and policy responses to environmental challenges at national and global levels.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| VAC 6 | Environmental Security | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Environmental Security.** **Credit 1**

- Concept, scope and evolution of environmental security.
- Traditional vs. non-traditional security threats.
- The environment–conflict–security nexus.
- Major environmental stressors: climate change, pollution, biodiversity loss, deforestation, desertification.
- Case Study: Environmental degradation and conflict in Darfur.

**Unit II Resource Security and Conflict.** **Credit 1**

- Water, food and energy as strategic resources.
- Resource scarcity and interstate rivalries.
- Strategic minerals and rare earths in defence industries.
- Resource competition in South Asia and Indo-Pacific.
- Case Studies: Indus Waters Treaty, Nile River Basin disputes, South China Sea resource contest.

**Unit III Climate Change, Disasters and Defence Responses.** **Credit 1**

- Climate change as a "threat multiplier."
- Sea-level rise and implications for coastal security and migration.

- Environmental refugees and border security pressures.
- Role of armed forces in humanitarian assistance and disaster relief (HADR).
- International frameworks: UNFCCC, Paris Agreement, India's environmental security strategies.
- Emerging Challenges: Arctic geopolitics, space debris, environmental terrorism.

**Essential/Recommended Readings/Texts:**

1. Barnett, J. (n.d.). *The meaning of environmental security: Ecological politics and policy in the new security era*. Zed Books.
2. Homer-Dixon, T. F. *Environment, scarcity and violence*. Princeton University Press.
3. Levy, M. A., et al. *Environment and security: Discourses and practices*. Earthscan.
4. Matthew, R. A., et al. *Global environmental change and human security*. MIT Press.

**Additional Readings:**

1. Busby, J. W. (n.d.). *Climate change and national security: An agenda for action*. Council on Foreign Relations.
2. Dalby, S. (n.d.). *Security and environmental change*. Polity Press.
3. Deudney, D. (n.d.). The case against linking environmental degradation and national security. *Millennium: Journal of International Studies*.
4. IPCC. (n.d.). *Assessment reports* (selected chapters on security implications).
5. Ministry of Defence (India). (n.d.). *Guidelines for environmental protection in the armed forces*.
6. UN Environment Programme. (n.d.). *Global environment outlook reports*.
7. Westing, A. H. (n.d.). *Environmental warfare: A technical, legal and policy appraisal*. SIPRI.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Policy briefs on climate-related security risks in a specific region.
2. Group presentation on an environmental conflict case study.
3. Simulation exercise on disaster response planning for armed forces.
4. Research paper on military adoption of renewable energy.
5. Field visit/report on a defence installation's environmental initiatives.

**Credits - 1**
**Hours - 15**

## VAC 7: Pañcakośa: Holistic Development of Personality

**Course Objectives:**

1. To introduce the concept of the Pañcakośa as a framework for holistic personality development.
2. To cultivate awareness of physical, mental, intellectual and spiritual well-being in personal and professional life.
3. To foster resilience in coping with stress, peer pressure and life challenges.
4. To integrate Indian wisdom with modern practices for balanced living, defence discipline and leadership.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Describe the five koshas as dimensions of personality.
2. Develop practices for physical fitness, mental calmness and emotional balance.
3. Apply discretion and self-awareness in decision-making.
4. Experience mindfulness, concentration and inner bliss (Anandamaya kosha).
5. Relate Pañcakośa principles to leadership and defence contexts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| VAC 7 | Pañcakośa: Holistic Development of Personality | 01 | 0 | 0 | 01 |

**Details of Course:**

**Unit I Introduction to Pañcakośa and Personality.** **Credit 1**

- Concept of Pañcakośa (five sheaths).
- Human personality: Annamaya, Pranamaya, Manomaya, Vijnanamaya, Anandamaya Koshas.
- Health: mental and physical dimensions.

**Unit II Annamaya Kosha and Pranamaya Kosha.** **Credit1**

- Physical body and five Karmendriyas.
- Balanced diet, exercise and discipline for body strength.
- Pranamaya Kosha: breath, pranayama, vitality and social conduct (charucharya).

**Unit III Manomaya Kosha and Vijnanamaya Kosha.** **Credit 1**

- Antahkarana (inner faculties) and Gyanendriyas.
- Managing the mind, emotions and thought clarity.
- Role of intellect in decision-making, reasoning and leadership.

**Unit IV Anandamaya Kosha and Self-Realisation** **Credit 1**

- Nature of bliss and self-realisation (Sat-Chit-Ananda).

- Meditation, yoga and mindfulness for inner strength.
- Application of Pañcakośa in modern life, defence discipline and stress management.

**Essential/Recommended Readings/Texts:**


1. Sadhale, G. S. (Comp.). (2014). *Upanisadvakya Mahakosa: An Upanishadic concordance taken from 239 Upanishads*. Chowkhamba Vidyabhawan.
2. Sartain, C. (2015). *The sacred science of yoga & the five koshas*. CreateSpace Independent Publishing.
3. Shankaracharya, A. (2019). *Vivekacudamani* (S. Turiyananda, Trans.). Sri Ramakrishna Math. (Original work translated 2019)
4. Iyengar, B. K. S. (2021). *Yoga: The path to holistic health*. Dorling Kindersley.
5. Nishchalananda, S. *Panchakosha: The five sheaths of the human being* [Kindle edition]


**Additional Readings:**


1. Iyengar, B. K. S. (1979). *Light on yoga*. Schocken Books.
2. Rangan, A., & Nagendra, H. R. (2012). *Yoga and personality*. Swami Vivekananda Yoga Prakashana.
3. Ministry of AYUSH, Government of India. (2018). *Yoga and wellness manuals*. Government of India.
4. DGNCC. (2020). *Cadet's handbook: Specialised subjects – Army, Navy and Air Wing*. Ministry of Defence.
5. The Taittiriya Upanishad. *Select verses on Panchakosha*.


**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Class Participation & Reflections by sharing insights from practice of yoga, pranayama, or meditation.
   Practical Demonstrations by performance of asanas, breathing techniques, or guided meditation.
2. Short Assignments like reflections on Pañcakośa applications to stress management or leadership.
3. Group Discussion/Debate on topics like "Mind vs Intellect in Defence Decision-Making."
4. Field/Practice Report like Visits to yoga/meditation centres and submission of an experiential report.
5. Final Project/Portfolio consisting of compilations of practices, reflections and short essays linking Pañcakośa to defence and holistic personality development.

**Credits - 1**
**Hours - 15**

## VAC 8: Yoga and Happiness

**Course Objectives:**

1. To cultivate a pure and balanced mindset that reduces the tendencies of corruption, crime and injustice in society.
2. To instill resilience and mental health practices that help learners overcome addictions, depression and personal challenges.
3. To integrate yoga, meditation and Ayurveda into modern life for personal growth and professional excellence.
4. To enhance happiness, well-being and spiritual quotient for leadership and defence readiness.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Demonstrate asanas, pranayama and kriya with competence.
2. Practice postures of Hatha Yoga, Raja Yoga and Laya Yoga.
3. Apply insights from Patanjali's Yoga Sutras to practical and ethical challenges.
4. Evaluate the significance of meditation in professional and defence contexts.
5. Summarize the importance of Ayurveda and yogic diet in sustaining health and productivity.
6. Enhance happiness and spiritual quotient through holistic practices.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| VAC 8 | Yoga and Happiness | 04 | 0 | 04 | 01 |

**Details of Course:**

**Unit I Yoga, Mind and Body.** **Credit 1**

- Concept, meaning and origin of Yoga.
- Mind–body connection and body management techniques (asana, pranayama, kriya).
- Principles of yogic practice and excellence in performance.

**Unit II Yogic Traditions and Sutras.** **Credit 1**

- Classical yogic schools: Hatha, Raja, Laya, Bhakti, Jnana, Karma Yoga.
- Patanjali Yoga Sutra and Ashtanga Yoga.
- Contemporary and emerging approaches to yoga.

**Unit III Meditation and Inner Transformation.** **Credit 1**

- Meditation: meaning, types and principles.
- Relation between body, breath and mind.
- Mantras, mudras and healing practices.
- Meditation in workplace, leadership and relationships.

**Unit IV Yoga, Ayurveda and Happiness.** **Credit 1**

- Yogic therapies and naturopathy.
- Ayurveda and yogic diet (sattvic food and lifestyle).
- Sources and models of happiness.
- Happiness hormones: dopamine, oxytocin, serotonin, endorphins. Spiritual quotient, self-introspection and positive thinking.

**Essential/Recommended Readings/Texts:**


1. Aurobindo, S. (1948). *The synthesis of yoga*. Sri Aurobindo Ashram Publication Department.
2. Taimni, I. K. (2005). *The science of yoga*. Theosophical Publishing House.
3. Verma, K. (2008). *Sri Sri Yoga*. Sri Sri Publications Trust.
4. Shankar, S. S. R. (2010). *25 ways to improve your life*. Sri Sri Publications Trust.
5. Shankar, S. S. R. (2010). *Ayurveda & breath*. Sri Sri Publications Trust.
6. Zope, S. A., & Zope, R. A. (2013). Sudarshan Kriya Yoga: Breathing for health. *International Journal of Yoga, 6*(1), 4–10.
7. Shankar, S. S. R. (2018). *Patanjali Yog Sutra*. Sri Sri Publications Trust.
8. Vivekananda, S. (2019). *The complete book of yoga: Karma Yoga, Bhakti Yoga, Raja Yoga, Jnana Yoga*. Fingerprint! Publishing.


**Additional Readings:**


1. Feuerstein, G. (2001). *The yoga tradition: Its history, literature, philosophy and practice*. Hohm Press.
2. Saraswati, S. S. (2008). *Asana, pranayama, mudra, bandha*. Bihar School of Yoga.
3. Nagendra, H. R. (2011). *Yoga for stress management*. Swami Vivekananda Yoga Prakashana.
4. Iyengar, B. K. S. (2015). *Light on yoga*. Schocken Books.
5. National Institute of Ayurveda. (2015). *Ayurveda for health and wellness*. NIA Publications.


**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Class Participation & Reflection after active engagement in yoga, meditation and discussions.
2. Practical Demonstration of asanas, pranayama and kriya.
3. Short Assignments like written reflection on Yoga Sutras and their modern relevance.
4. Case Study Presentation on application of meditation/Ayurveda in defence, business, or health.
5. Field/Practice Report like documentation of personal yoga or meditation practice.
6. Final Portfolio consisting of a compilation of experiences, reflections and applied learning on yoga and happiness.

**Credits - 1**
**Hours - 15**

## VAC 9: People Management

**Course Objectives:**

1. To provide students with a theoretical and practical foundation in people management.
2. To develop an understanding of individual and group behavior within organizations.
3. To equip learners with skills in motivation, emotional intelligence, conflict resolution and leadership.
4. To integrate insights from both Indian wisdom traditions and modern management practices for holistic leadership.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the concepts of people management and distinguish leadership from management in the Indian and global context.
2. Apply motivational theories and emotional intelligence to analyze individual and group behavior.
3. Use tools like the Johari Window and Transactional Analysis to assess interpersonal dynamics.
4. Evaluate leadership styles drawing from Indian scriptures, leaders and Western theories.
5. Assess organizational change management strategies and approaches to overcoming resistance.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| VAC 9 | People Management | 01 | 0 | 0 | 01 |

**Details of Course:**

**Unit I Foundations of People Management.** **Credit 1**

- Concepts and importance of people management.
- Leadership vs. management.
- Role of managers in organizations.
- Diversity and demographics in the Indian workforce.
- Ethical considerations and values in management.

**Unit II Individual and Group Behavior.** **Credit 1**

- Personality, perception and attitude at work.
- Motivation theories and their Indian applications.
- Emotional intelligence in people management.
- Team dynamics and group behavior (Indian and global perspectives).
- Conflict resolution and negotiation skills.

**Unit III Interpersonal Dynamics and Analysis.** **Credit 1**

- Interpersonal behavior in organizations.

- Johari Window for self-awareness.
- Transactional Analysis: ego states, transactions, life positions.
- Group dynamics: stages, types and effectiveness.
- Group decision-making and conflict management.

**Unit IV Leadership and Change Management** **Credit 1**

- Leadership concepts, importance and traits of effective leaders.
- Leadership styles and theories: trait, behavioral, situational.
- Leadership lessons from Indian scriptures and leaders (e.g., Swami Vivekananda, Mahatma Gandhi, Subhash Chandra Bose).
- Organizational change management: drivers, resistance and strategies.
- Role of Organizational Development in modern contexts.

**Essential/Recommended Readings/Texts:**

1. Argyris, C. (1974). Personality vs. organization. *Organizational Dynamics, 3*(2), 18–34.
2. Goleman, D. (1998). *Working with emotional intelligence*. Bantam Books.
3. Colquitt, J. A., LePine, J. A., & Wesson, M. J. (2009). *Organizational behavior: Improving performance and commitment in the workplace* (International ed.). McGraw-Hill.
4. McShane, S. L., & Von Glinow, M. A. (n.d.). *Organizational behavior: Emerging knowledge and practice for the real world* (Latest ed.). McGraw-Hill.

**Additional Readings:**

1. Bernardin, H. J., & Russell, J. E. A. (2012). *Human resource management: An experiential approach* (6th ed.). McGraw-Hill.
2. Yukl, G. (2012). *Leadership in organizations* (8th ed.). Pearson.
3. Blume, B., Baldwin, T., & Ryan, K. (2013). Communication apprehension: A barrier to students' leadership, adaptability and multicultural appreciation. *Academy of Management Learning & Education, 12*(2), 158–172.
4. Sharma, R. N. (2016). *Indian ethos and leadership: Lessons from Indian scriptures*. Concept Publishing.
5. Robbins, S. P., & Judge, T. A. (2019). *Organizational behavior* (18th ed.). Pearson.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Class Participation is like active engagement in lectures, discussions and activities.
2. Case Study Analysis of Indian organizational practices on leadership or motivation.
3. Role-Play/Simulation through participation in group activities on conflict resolution or negotiation.
4. Presentations in workshops.
5. Field Report based on observation of people management practices in a local organization.

**Credits - 1**
**Hours - 15**

## VAC 10: Emotional Intelligence

**Course Objectives:**

1. To introduce students to the concept, models and components of Emotional Intelligence (EI).
2. To help learners develop personal competence (self-awareness and self-management).
3. To foster social competence (empathy, collaboration, conflict resolution).
4. To equip students with tools to measure, enhance and apply EI for personal and professional growth.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Demonstrate self-awareness, self-management, social awareness and relationship management.
2. Apply personal competence techniques to manage stress, anxiety and emotions.
3. Develop empathy and collaborative skills for effective teamwork and communication.
4. Use tools to measure emotional intelligence and design strategies for improvement.
5. Apply EI concepts to real-life challenges in personal, academic and professional settings.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| VAC 10 | Emotional Intelligence | 01 | 0 | 0 | 01 |

**Details of Course:**

**Unit I Fundamentals of Emotional Intelligence.** **Credit 1**

- Nature and significance of EI.
- Models of Emotional Intelligence: Ability, Trait and Mixed.
- Building blocks: Self-awareness, self-management, social awareness, and relationship management.

**Unit II Personal Competence.** **Credit 1**

- Self-Awareness: Recognizing feelings, strengths and weaknesses.
- Self-Management: Techniques for regulating emotions, stress, anxiety, fear and anger.
- Practical applications of mindfulness and relaxation.

**Unit III Social Competence.** **Credit 1**

- Social Awareness: Perspective-taking, empathy, compassion.
- Relationship Management: Effective communication, collaboration, teamwork.
- Conflict management: strategies for constructive resolution.

**Unit IV Measurement and Development of EI. Credit 1**

- Tools and measures of Emotional Intelligence (EQ-i, MSCEIT, etc.).
- Strategies for building EI in individuals and groups.
- Case studies: application of EI in leadership, defence and cross-cultural contexts.

**Essential/Recommended Readings/Texts:**

1. Bar-On, R., & Parker, J. D. A. (Eds.). (2000). *The handbook of emotional intelligence*. Jossey-Bass.
2. Sternberg, R. J. (Ed.). (2000). *Handbook of intelligence*. Cambridge University Press.
3. Goleman, D. (2005). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.

**Additional Readings:**

1. Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional intelligence: Theory, findings and implications. *Psychological Inquiry, 15*(3), 197–215.
2. Boyatzis, R. E., & McKee, A. (2005). *Resonant leadership: Renewing yourself and connecting with others through mindfulness, hope and compassion*. Harvard Business School Press.
3. Bradberry, T., & Greaves, J. (2009). *Emotional intelligence 2.0*. TalentSmart.
4. Petrides, K. V. (2011). *Trait emotional intelligence: Foundations, assessment and education*. Routledge.
5. Singh, D. (2015). *Emotional intelligence at work* (3rd ed.). Sage Publications.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Class Participation is like active engagement in lectures, discussions and activities.
2. Case Study Analysis of Indian organizational practices on leadership or motivation.
3. Role-Play/Simulation through participation in group activities on conflict resolution or negotiation.
4. Presentations in workshops.
5. Field Report based on observation of people management practices in a local organization.

**श्रेयोङ्कः - 2**
**होराः - 30**

## VAC 11: श्रीअरविन्ददर्शनम् - 1

**पाठ्यक्रमस्य उद्देश्यानि (Course Objectives)**

1. श्रीअरविन्दस्य जीवनवृत्तस्य परिचयः।
2. श्रीअरविन्दस्य राजकीयजीवनवृत्तान्तस्य प्रतिपादनम्।
3. श्रीअरविन्दस्य दार्शनिकचिन्तनदृष्टेः अवबोधः।
4. श्रीअरविन्दप्रतिपादितस्य त्रिविधरूपान्तरणविषयस्य सामान्यपरिचयप्रदानम्।

**अधिगमस्य परिणामाः (Learning Outcomes)** अस्य पाठ्यक्रमस्य अध्ययनादनन्तरं छात्राः :-

1. श्रीअरविन्दस्य शिक्षण-जीवन-आश्रमादिजीवनवृत्तविषयान् प्रतिपादयिष्यन्ति।
2. श्रीअरविन्दस्य राजकीयजीवनस्य वृत्तान्तं निरूपयिष्यन्ति।
3. श्रीअरविन्दस्य दार्शनिकीं दृष्टिं सम्यक् व्याख्यास्यन्ति।
4. श्रीअरविन्दप्रतिपादितं त्रिविधरूपान्तरणविषयं दृढं वक्ष्यन्ति।

**श्रेयोऽङ्कप्रारूपम् (Credit Framework)**

| पाठ्यक्रम-कूटाङ्कः (Course Code) | पाठ्यक्रमशीर्षकम् (Course Title) | पाठ्यक्रमस्य श्रेयोऽङ्कविभाजनम् (Credit Distribution of the Course) | | | श्रेयोऽङ्काः (Credits) |
|---|---|---|---|---|---|
| | | व्याख्यानम् (Lecture) | अनुशिक्षणम् (Tutorial) | प्रशिक्षणम्/अभ्यासः (Practical/ Practice) | |
| VAC 11 | श्रीअरविन्ददर्शनम् - 1 | 02 | 0 | 0 | 02 |

**पाठ्यक्रमविवरणम् (Details of Course)**

**अन्वितिः १. श्रीअरविन्दः - जीवनवृत्तम्।** **श्रेयोऽङ्कः १**

- जन्मनः शिक्षणपर्यन्तम्।
- वैवाहिकं राजकीयं च जीवनम्।
- तपोभूमिः पॉण्डेचरी।
- माता आश्रमश्च।

**अन्वितिः २. श्रीअरविन्ददर्शनम्।** **श्रेयोऽङ्कः १**

- दर्शनस्य व्युत्पत्तिः।
- समन्वितयोगः (Integral Yoga)।
- त्रिविधरूपान्तरणम् - मानसिकम् (Mental), आध्यात्मिकम् (Spiritual), अधिमानसिकञ्च (Supramental)
- अधिमानसिकचेतना (Supermind)

**निर्धारिताः ग्रन्थाः (Essential/Recommended Readings/Texts)**


1. शर्मा, यज्ञेश्वरदत्त, (2024), *श्रीअरविन्दचरितम्,* नवदेहली : केन्द्रीयसंस्कृतविश्वविद्यालयः।
2. श्रीअरविन्दः, (1908), *भवानी भारती,* पुडुचेरी : श्री ओरोबिन्दो आश्रम ट्रस्ट।
3. श्रीअरविन्दः, (1994), *श्रीअरविन्दोपनिषद्,* पुडुचेरी : श्री ओरोबिन्दो आश्रम ट्रस्ट।
4. श्रीअरविन्दः, *तान्त्रिकसिद्धिप्रकरणम्* - https://www.academia.edu/38924818/Trantrikasidhi_Prakaranam_by_Sri_Aurobindo)
5. Shri Aurobindo, (1997), *Complete Works of Sri Aurobindo (CWSA),* पुडुचेरी : श्री ओरोबिन्दो आश्रम ट्रस्ट।
6. त्रियुगिनारायण, *भगवत जीवन,* गोरखपुर : गीता प्रेस।


**सहायकाः ग्रन्थाः (Additional Readings)**


1. त्रिवेदी, रामनाथ, (2003), *श्रीअरविन्द का समन्वित योग*, वाराणसी : चौखम्बा सुरभारती प्रकाशन।
2. पाण्डेय, शशिधर, (2012), *श्रीअरविन्द और भारतीय संस्कृति*, नई दिल्ली : भारतीय विद्या भवन।
3. श्रीअरविन्द सोसायटी, (2015), *श्रीअरविन्द के वाङ्मय में मानव एकता का आदर्श*, पुडुचेरी : श्रीअरविन्द सोसायटी।
4. जोशी, किशोर, (2018), *श्रीअरविन्द के शैक्षिक विचार*, जयपुर : नीरज प्रकाशन।
5. मिश्र, राधाकान्त, (2019), *श्रीअरविन्द के दार्शनिक चिन्तन में भारतीय संस्कृति का समन्वय*, वाराणसी: सम्पूर्णानन्दसंस्कृतविश्वविद्यालयः।
6. Satprem. (1968). *Sri Aurobindo or The Adventure of Consciousness*. Pondicherry: Sri Aurobindo Ashram Press.
7. Nirodbaran. (1972). *Twelve Years with Sri Aurobindo*. Pondicherry: Sri Aurobindo Ashram Press.
8. Pandit, M. P. (1997). *Sri Aurobindo: His Life, Thought and Work*. Pondicherry: Dipti Publications.
9. Dalal, A. S. (Ed.). (2000). *A Greater Psychology: An Introduction to the Psychological Thought of Sri Aurobindo*. Pondicherry: Sri Aurobindo Ashram Press.
10. Heehs, P. (2008). *The Lives of Sri Aurobindo*. New York: Columbia University Press.

**श्रेयोङ्कः - 2**
**होराः - 30**

## VAC 12: श्रीअरविन्ददर्शनम् - 2

**पाठ्यक्रमस्य उद्देश्यानि (Course Objectives)**

1. श्रीअरविन्दसाहित्यस्य परिचयः।
2. श्रीअरविन्दसाहित्यस्य विभिन्नायामानां परिचयपूर्वकं प्रतिपादनम्।
3. श्रीअरविन्दस्य ग्रन्थसम्पदः अवबोधः।
4. श्रीअरविन्दस्य संस्कृतरचनानां सामान्यपरिचयप्रदानम्।

**अधिगमस्य परिणामाः (Learning Outcomes)** अस्य पाठ्यक्रमस्य अध्ययनादनन्तरं छात्राः :-

1. श्रीअरविन्दस्य साहित्यिकविषयान् प्रतिपादयिष्यन्ति।
2. तत्त्वमीमांसा-व्याख्यान-काव्य-सामाजिक-सांस्कृतिक-राजनैतिकेत्यादीनां विभिन्नायामानां तदीयग्रन्थेभ्यः निरूपणं करिष्यन्ति।
3. श्रीअरविन्दस्य ग्रन्थसम्पदः व्याख्यास्यन्ति।
4. श्रीअरविन्दस्य संस्कृतरचनानां सामान्यं परिचयं वक्ष्यन्ति।

**श्रेयोऽङ्कप्रारूपम् (Credit Framework)**

| पाठ्यक्रम-कूटाङ्कः (Course Code) | पाठ्यक्रमशीर्षकम् (Course Title) | पाठ्यक्रमस्य श्रेयोऽङ्कविभाजनम् (Credit Distribution of the Course) | | | श्रेयोऽङ्काः (Credits) |
|---|---|---|---|---|---|
| | | व्याख्यानम् (Lecture) | अनुशिक्षणम् (Tutorial) | प्रशिक्षणम्/अभ्यासः (Practical/ Practice) | |
| VAC 12 | श्रीअरविन्ददर्शनम् - 2 | 02 | 0 | 0 | 02 |

**पाठ्यक्रमविवरणम् (Details of Course)**

**अन्वितिः १. श्रीअरविन्दसाहित्यम् (परिचयात्मकम्)** **श्रेयोऽङ्कः १**

- श्रीअरविन्दसाहित्ये तत्त्वमीमांसा -
  - The Life Divine.
  - The Human Cycle.
  - The Ideal of Human Unity.
  - The Problem of Rebirth.
- श्रीअरविन्दसाहित्ये व्याख्यानानि -
  - Essays on the Geeta.
  - The Upanishads.
  - The Secret of the Veda.

- श्रीअरविन्दसाहित्ये सामाजिकं, राजनैतिकं, सांस्कृतिकं च चिन्तनम् -
    - बन्दे मातरम्।
    - कर्मयोगिन्।
    - The Renaissance in India.
    - War and Self-Determination.
    - Shri Aurobindo and the Nationalist Movement.
- श्रीअरविन्दसाहित्ये काव्यम् -
    - Savitri: A Legend and a Symbol.
    - Collected Poems.
    - Collected Plays and Stories.

**अन्विति: २. श्रीअरविन्दस्य संस्कृतरचना:।** **श्रेयोऽङ्क: १**

- भवानी भारती (चिता: श्लोका:- 1, 3, 4, 5, 7, 10, 12, 18, 27, 31, 38, 48, 50, 51, 54, 87, 98 & 99)
- श्रीअरविन्दोपनिषद्।
- तान्त्रिकसिद्धिप्रकरणम्।

**निर्धारिता: ग्रन्था: (Essential/Recommended Readings/Texts)**


1. शर्मा, यज्ञेश्वरदत्त, (2024), श्रीअरविन्दचरितम्, नवदेहली : केन्द्रीयसंस्कृतविश्वविद्यालय:।
2. श्रीअरविन्द:, (1908), भवानी भारती, पुडुचेरी : श्री ओरोबिन्दो आश्रम ट्रस्ट।
3. श्रीअरविन्द:, (1994), श्रीअरविन्दोपनिषद्, पुडुचेरी : श्री ओरोबिन्दो आश्रम ट्रस्ट।
4. श्रीअरविन्द:, तान्त्रिकसिद्धिप्रकरणम् - https://www.academia.edu/38924818/Trantrikasidhi_Prakaranam_by_Sri_Aurobindo)
5. Shri Aurobindo, (1997), Complete Works of Sri Aurobindo (CWSA), Pondicherry: Shri Aurobindo Ashram Trust.
6. त्रियुगिनारायण, भगवत जीवन, गोरखपुर : गीता प्रेस।


**सहायका: ग्रन्था: (Additional Readings)**


1. त्रिवेदी, रामनाथ, (2003), श्रीअरविन्द का समन्वित योग, वाराणसी : चौखम्बा सुरभारती प्रकाशन।
2. पाण्डेय, शशिधर, (2012), श्रीअरविन्द और भारतीय संस्कृति, नई दिल्ली : भारतीय विद्या भवन।
3. श्रीअरविन्द सोसायटी, (2015), श्रीअरविन्द के वाङ्मय में मानव एकता का आदर्श, पुडुचेरी : श्रीअरविन्द सोसायटी।
4. जोशी, किशोर, (2018), श्रीअरविन्द के शैक्षिक विचार, जयपुर : नीरज प्रकाशन।

5. मिश्र, राधाकान्त, (2019), श्रीअरविन्द के दार्शनिक चिन्तन में भारतीय संस्कृति का समन्वय, वाराणसी: सम्पूर्णानन्दसंस्कृतविश्वविद्यालयः।
6. Satprem. (1968). Sri Aurobindo or The Adventure of Consciousness. Pondicherry: Sri Aurobindo Ashram Press.
7. Nirodbaran. (1972). Twelve Years with Sri Aurobindo. Pondicherry: Sri Aurobindo Ashram Press.
8. Pandit, M. P. (1997). Sri Aurobindo: His Life, Thought and Work. Pondicherry: Dipti Publications.
9. Dalal, A. S. (Ed.). (2000). A Greater Psychology: An Introduction to the Psychological Thought of Sri Aurobindo. Pondicherry: Sri Aurobindo Ashram Press.
10. Heehs, P. (2008). The Lives of Sri Aurobindo. New York: Columbia University Press.

**Credits - 2**
**Hours - 30**

## VAC 13: Foundations of Yoga Philosophy

**Course Objectives:**

1. To provide a foundational understanding of Indian philosophy, its scope, branches, and salient features.
2. To explore the relationship between Yoga and Indian philosophical traditions.
3. To introduce major Yoga philosophers of India including Patañjali, Swami Vivekananda, B.K.S. Iyengar, and Sri Aurobindo.
4. To develop awareness of the stages of Citta (mental states) and their significance in Yoga practice.
5. To acquaint students with various types of Yoga and the Eight-Fold (Ashtanga) Yoga system.
6. To provide insights into the yogic perspective in ancient Indian texts, including the Yoga Upaniṣad, Epics, Bhagavad Gita, Yoga Vasiṣṭha, and Narada Bhakti Sutras.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Explain the basic principles and branches of Indian philosophy and the concept of Purushārtha Chatushtaya.
2. Describe the relationship between Yoga and Indian philosophy.
3. Identify and summarize contributions of major Indian Yoga philosophers.
4. Explain the stages of Citta and their significance for mental discipline.
5. Distinguish between different types of Yoga: Hatha, Raja, Jnana, Bhakti, Karma, Kundalini, Iyengar, Tantra, Ashtanga, and Integral Yoga.
6. Demonstrate understanding of the Eight-Fold Yoga (Yamas, Niyamas, Asanas, Prāṇāyāma, Pratyāhāra, Dhyāna, Dharana, Samādhi) and its application in classical texts.
7. Appreciate the integration of yogic principles in Sanskrit literature and Epics.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| VAC 13 | Foundations of Yoga Philosophy | 03 | 1 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Indian Philosophy.** **Credit 1**

- Philosophy: meaning, definitions, and scope.
- Salient features and branches of Indian philosophy.
- Brief introduction to Prasthāna Traye and Purushārtha Chatushtaya.
- Relationship between Yoga and Indian philosophy.

**Unit II Introduction to Yoga Philosophy.** **Credit 1**

- Major Yoga philosophers: Patañjali, Swami Vivekananda, B.K.S. Iyengar, Sri Aurobindo.
- Stages of Citta:
  - Ksipta (Restless)
  - Mudha (Torpid)
  - Viksipta (Distracted)
  - Ekāgra (Concentrated)
  - Niruddha (Restricted)

**Unit III Types of Yoga.** **Credit 1**

- Hatha Yoga.
- Raja Yoga.
- Jñāna Yoga.
- Bhakti Yoga.
- Karma Yoga.
- Kundalini Yoga.
- Iyengar Yoga.
- Tantra Yoga.
- Ashtanga Yoga.
- Integral Yoga.

**Unit IV Eight-Fold Yoga (Ashtanga Yoga).** **Credit 1**

- Yamas and Niyamas.
- Asanas and Prāṇāyāma.
- Pratyāhāra, Dharana, Dhyāna, Samādhi.
- Yoga in classical texts: Yoga Upaniṣad, Ramayana, Adhyatma Ramayana, Mahabharata, Bhagavad Gita, Yoga Vasiṣṭha, Narada Bhakti Sutras

**Essential / Recommended Readings**

1. Hiriyanna, M. (2008), *Essentials of Indian Philosophy.* Delhi: Motilal Banarsidas.
2. Hiriyanna, M. (2009). *Outlines of Indian Philosophy.* Delhi: Motilal Banarsidas.

**Credits - 2**
**Hours - 30**

## VAC 14: Indian Culture and Heritage

**Course Objectives:**

1. To introduce the meaning, process, and evolution of Indian culture from early settlements to later historical developments.
2. To study the major religious, social, political, and artistic movements that shaped Indian civilization.
3. To understand cultural interactions, heritage traditions, and contributions across ancient to medieval India.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Understand the meaning and process of culture and the development of early human settlements in India.
2. Gain knowledge of Mauryan society, Ashoka's Dhamma, and major cultural, economic, and religious trends.
3. Acquire a broad understanding of Indian culture, its heritage, and the evolution of society, art, architecture, and philosophy through different eras.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| VAC 14 | Indian Culture and Heritage | 03 | 1 | 0 | 04 |

**Details of Course:**

**Unit I Meaning & Process of Culture and Early Human Settlements. Credit 1**

- Concept of culture: Meaning and process.
- Sources of cultural history: Archaeology, Literature, Foreign accounts.
- Prehistoric and proto-historic cultures.
- Indus Civilization: Origin, extent, chronology, art, architecture, religion, society, and economy.
- Cultural changes during the later Vedic period.

**Unit II Religious Movements & Cultural Configurations. Credit 1**

- Religious movements of 6th–5th century BCE: Buddhism and Jainism.
- Social and economic transformations.
- Ashoka: Edicts and Dhamma.
- Mauryan polity, art, economy.
- Sangam age: Society and economy.
- Cultural developments under Sunga, Satavahana, Kushana.
- New trends in art, literature, religion; stupas, rock-cut architecture.

- Dharmaśāstra, Nāṭyaśāstra, Kāmasūtra, Pañcatantra.

**Unit III Gupta & Later Classical Developments. Credit 1**

- Gupta, Vakataka, Pallava age.
- Developments in literature, education, science.
- Religion, society, polity, economy.
- Architecture, sculpture, and painting traditions.

**Unit IV Indo-Islamic Architecture & Mughal Cultural Trends. Credit 1**

- Indo-Islamic architecture: Sultanate period and regional styles.
- Religious and philosophical developments: Bhakti, Acharya traditions, Sufism.
- Islamic cultural influences in India.
- Vijayanagara cultural contributions.
- Cultural innovations under the Mughals.
- Foundation of Sikhism and institution of Khalsa.
- Sawai Jai Singh's astronomical contributions.
- Spread of Christianity.
- Determinants of culture; Varna-Ashrama-Samskara framework.

**Essential/Recommended Readings/Texts:**

1. Ramshankar Tripathy, (1987) *History of Ancient India*, Motilal Banarsidass, 10th Edition.
2. R. S. Sharma, (2006). *India's Ancient Past*, Oxford University Press.

**Credits - 2**
**Hours - 30**

## VAC 15: Public Health and Preventive Medicine

**Course Objectives:**

1. To Introduce the fundamental concepts, scope and evolution of public health and preventive medicine.
2. To Familiarize students with epidemiology, disease prevention strategies and determinants of health.
3. To Explain national and global health programs, policies and healthcare delivery systems.
4. To Develop the ability to apply preventive, promotive and community-based health measures.
5. To Integrate traditional Indian health knowledge (Ayurveda/Yoga) with modern public-health frameworks.
6. To Train students in health education, behavior change communication and community health assessment.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Describe the principles and objectives of public health.
2. Explain levels of prevention—primordial, primary, secondary, tertiary—and their applications.
3. Understand the epidemiology of communicable and non-communicable diseases.
4. Analyze the role of nutrition, sanitation, environment and lifestyle in disease prevention.
5. Interpret national health policies, programs and healthcare structures.
6. Apply community-based assessment, survey methods and health-education strategies.
7. Integrate traditional preventive systems (Dinacharya, Ritucharya, Yoga, Rasayana) with modern public-health models.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| VAC 15 | Public Health and Preventive Medicine | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Public Health.** **Credit 1**

- Definition, history and evolution of public health.
- Concepts of health and disease: physical, mental, social and spiritual health.
- Determinants of health: biological, environmental, socio-economic, lifestyle, cultural.
- Levels of prevention:
  - Primordial
  - Primary

  - Secondary
  - Tertiary
- Public health approaches: population-based vs. individual-based.
- Introduction to preventive medicine and community medicine.

**Unit II Epidemiology & Disease Prevention. Credit 1**

- Definition aims and types of epidemiology.
- Measures of disease frequency: incidence, prevalence, mortality rates.
- Study designs:
  - Descriptive
  - Analytical (case-control, cohort)
  - Experimental
- Epidemiology of:
  - Communicable diseases (TB, malaria, dengue, COVID-19, hepatitis)
  - Non-communicable diseases (diabetes, hypertension, cancer)
- Immunization: types, schedules, cold-chain management.
- Outbreak investigation and surveillance.
- Environmental and occupational health basics.

**Unit III Preventive & Promotive Healthcare. Credit 1**

- Nutrition and public health: malnutrition, obesity, micronutrient deficiencies.
- Water, sanitation, hygiene (WASH).
- Maternal and child health (MCH) services.
- School health, adolescent health, geriatric health.
- Lifestyle modification and behavior change models.

**Traditional preventive systems:**

- Ayurvedic principles of health: Dinacharya, Ritucharya, Sadvritta.
- Yoga for preventive health: Asana, Pranayama, Meditation.
- Rasayana & immunity enhancement.
- Integrative preventive medicine.

**Unit IV Ayurveda in Vedic, Upanishadic & Purāṇic Literature. Credit 1**

- Health-care delivery system in India:
  - Sub-center, PHC, CHC, district hospital.
  - Role of AYUSH in public health.
- National Health Mission (NHM).
- Key national programs:
  - RNTCP
  - NVBDCP
  - NACO
  - RMNCH+A
  - NPCDCS

  - National Immunization Program
- Health planning, international health agencies (WHO, UNICEF, UNFPA).
- Global health issues: pandemics, climate change, antimicrobial resistance.
- Digital health & telemedicine: scope and applications.
- Public health ethics and community participation.

**Essential/Recommended Readings/Texts**

1. Park, K. (2021). *Textbook of preventive and social medicine* (26th ed.). Bhanot Publishers.
2. Park, J. E., & Park, K. (2017). *Textbook of community medicine* (4th ed.). Bhanot Publishers.
3. Sundar Rao, P. S. S. (1996). *An introduction to epidemiology*. Prentice-Hall of India.
4. Detels, R., & McEwen, J. (Eds.). (2015). *Oxford textbook of public health* (6th ed.). Oxford University Press.

**Additional Readings:**

1. Ministry of Health & Family Welfare — National Program Guidelines.
2. World Health Organization. (2023). World health statistics report. WHO Press.
3. Murthy, K. R. S. (2000). Foundations of Ayurveda. SDM College of Ayurveda Publications.
4. Lad, V. (2002). Ayurveda: The science of self-healing. Lotus Press.
5. Telles, S., & Naveen, K. V. (2016). Yoga for public health. Swami Vivekananda Yoga University (SVYASA).

**Credits - 2**
**Hours - 30**

## VAC 16: Yoga Sutras of Patanjali

**Course Objectives:**

1. To introduce students to the Yoga Darshana of Maharshi Patanjali and its philosophical foundations.
2. To provide an understanding of Chitta, its Vrittis, and methods for mental regulation (Nirodhopaya).
3. To explain the stages of Yoga practice, Samadhi, Ashtanga Yoga, and related Siddhis.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Understand the concept of Chitta, its Vrittis, and classifications.
2. Explain Samadhi, Kriya Yoga, Kleshes, Prakriti-Purusha Samyoga, and Ashtanga Yoga.
3. Comprehend Dharana, Dhyana, Samadhi, Samyama, Siddhis, and Kaivalya.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| VAC 16 | Yoga Sutras of Patanjali | 03 | 1 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Yoga.** **Credit 1**

- Darshana of Patanjali and concept of Chitta
- Chitta Bhoomis, Chitta Vrittis, and their classification
- Citta-Vritti Nirodhopaya, Concept of Ishwar and Ishwar Pranidhana, Qualities of Ishwar
- Concept of Samprajnata, Citta Vikshepas (Antarayas), Citta-prasadanam

**Unit II Samadhi Pada.** **Credit 1**

- Concept of Yoganushasanam
- Types of Samadhi: Samprajnatah and Asamprajnatah
- Types of Samprajnatah Samadhi: Vitarka, Vichara, Ananda, Ashmita
- Samapatti: Savitraka, Nirvitraka, Savichara, Nirvichara
- Asamprajnatah Samadhi: Bhavapratyaya, Upayapratyaya

**Unit III Sadhana Pada.** **Credit 1**

- Kriya Yoga of Patanjali, theory of Kleshes, Dukhavada (Heya, Hetu, Hana, Hanopaya)
- Drishta-Nirupanam (Prakriti), Drastunirupanam (Purusha), Prakriti-Purusha Samyoga
- Introduction to Ashtanga Yoga, Concept of Asana, Pranayama, Pratyahara, and Siddhis

**Unit IV Vibhuti and Kaivalya Pada.** **Credit 1**

- Dharana, Dhyana, Samadhi, Samyama and their Siddhis
- Chitta Parinamah: Bhoota jaya, Indriya jaya, Satva purush anyatakhyati
- Vivek Jnana Nirupanam, Kaivalya Nirvachana
- Concept of Nirmana Chitta and four types of Karmas
- Nature of Kaivalyapada

**Essential/Recommended Readings/Texts:**

1. M.R. Yardi: (1970) *The Yoga of Patanjali*, Bhandarkar Oriental Research Institute, Poona.
2. Swami Ved Bharti: (2004). *Yogasutra of Patanjali (with the Exposition of Vyasa)* Vol I & II, New Delhi : M.L.B.D.

**Credits - 2**
**Hours - 30**

## VAC 17: Environmental Hazards and Yoga

**Course Objectives:**

1. To understand biodiversity concepts, threats, and conservation strategies.
2. To study environmental pollution, policies, and sustainable development.
3. To relate environmental issues with human wellbeing and yoga-based perspectives.

**Learning Outcomes:**

After completion of the course, students will be able to:

1. Explain biodiversity concepts and factors affecting it.
2. Describe conservation strategies and environmental laws.
3. Identify major types of pollution and control measures.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| VAC 17 | Environmental Hazards and Yoga | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Biodiversity.** **Credit 1**

- Levels of biological diversity: genetic, species and ecosystem diversity
- Biogeographic zones of India
- Biodiversity patterns and global biodiversity hot spots
- India as a mega-biodiversity nation
- Endangered and endemic species of India
- Threats to biodiversity:
  - Habitat loss
  - Poaching of wildlife
  - Man-wildlife conflicts
  - Biological invasions

**Unit II Conservation.** **Credit 1**

- Conservation of biodiversity: In-situ and Ex-situ conservation
- Ecosystem and biodiversity services:
  - Ecological value
  - Economic value
  - Social value
  - Ethical value
  - Aesthetic value
  - Informational value

**Unit III Environmental Pollution.** **Credit 1**

- Environmental pollution: types, causes, effects and controls
- Air pollution
- Water pollution

- Soil pollution
- Noise pollution
- Nuclear hazards and human health risks
- Solid waste management: control measures of urban and industrial waste

**Unit IV Policies and Practices.** **Credit 1**

- Environmental Policies & Practices
- Sustainability and sustainable development
- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture
- Environment Laws:
    - Environment Protection Act
    - Air (Prevention & Control of Pollution) Act
    - Water (Prevention & Control of Pollution) Act
    - Wildlife Protection Act
    - Forest Conservation Act
- Nature reserves, tribal populations and rights, and human-wildlife conflicts in Indian context

**Essential/Recommended Readings/Texts:**

1. Carson, R. (1962). *Silent Spring*. Houghton Mifflin.
2. Heywood, V. H., & Watson, R. T. (1995). *Global Biodiversity Assessment*. Cambridge University Press.
3. Bharucha, E. (2003). *Textbook for Environmental Studies*. Bharati Vidyapeeth Institute of Environmental Education and Research & University Grants Commission.
4. UNEP. (2005). *Ecosystems and Human Well-being: Biodiversity Synthesis*. Millennium Ecosystem Assessment.
5. Nagendra, H., & Gadgil, M. (2013). *Biodiversity and ecosystem services: A socio-ecological perspective*. Cambridge University Press.
6. Sharma, A., & Singh, D. (2018). *Environmental pollution and human health*. New India Publishing House.

**Credits - 2**
**Hours - 30**

## VAC 18: Environmental Awareness in Sanskrit Literature

**Course Objectives:**

1. To introduce the concept, scope, and modern environmental crises.
2. To understand the environmental background in Sanskrit literature, including the Vedic, Buddhist, and Jain perspectives.
3. To study eco-system concepts and environmental issues in Vedic literature.
4. To learn methods of environmental preservation and protection as outlined in Sanskrit texts.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Realize their role as part of nature and understand the interconnectedness of all living beings.
2. Appreciate Sanskrit literature's contributions to environmental awareness and preservation.
3. Become mindful about sustainable use and conservation of natural resources.
4. Develop eco-conscious behavior that contributes to becoming responsible global citizens.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| VAC 18 | Environmental Awareness in Sanskrit Literature | 03 | 1 | 0 | 04 |

**Details of Course:**

**Unit I Science of Environment.** **Credit 1**

- Definition, scope, and role of environment in human civilization.
- Names for the science of environment: Ecology, Paryāvaraṇa, Prakṛti Vijñāna.
- Main components: living (Jaiva Jagat) and non-living (Bhoutika Padārtha) elements.
- Physical, biological, and cultural elements.
- Modern environmental challenges: global warming, climate change, ozone depletion, pollution, deforestation, water scarcity, natural calamities.

**Unit II Environmental Background of Sanskrit Literature.** **Credit 1**

- Importance of Sanskrit literature from the perspective of environmental science.
- Concept of Mother Earth and worship of rivers in Vedic literature.
- Preservation of nature: planting trees, water conservation.
- Buddhist and Jain ecological concepts: protection of trees, love for animals and birds.

**Unit III Environmental Issues and Eco-system in Vedic Literature.** **Credit 1**

- Divinity and coordination of natural powers.
- Cosmic order (ṛta) as a guiding environmental principle (Ṛgveda 10.85.1)

- Equivalent terms for environment: Vṛtavṛtā (Atharvaveda 12.1.52), Abhivāraḥ (1.32.4), Āvṛtāḥ (10.1.30), Parīvṛtā (10.8.31)
- Five basic elements: Earth, Water, Light, Air, Ether (Aitareya Upaniṣad 3.3)
- Three constituent elements (Chandānsi): Jala, Vāyu, Oṣadhi (Atharvaveda 18.1.17)
- Natural sources of water: rain (Divyāḥ), springs (Sravanti), wells and canals (Khanitrimāḥ), lakes (Svayamjāḥ), rivers (Samudrārthāḥ) – Ṛgveda 7.49.2

**Unit IV Environment Preservation in Vedic Literature. Credit 1**

- Five elementary sources of environmental preservation: Parvata, Soma, Vayu, Parjanya, Agni (Atharvaveda 3.21.10)
- Protection from Sun: Ṛgveda 1.191.1-16, Atharvaveda 2.32.1-6, Yajurveda 4.4,10.6.
- Creation of congenial atmosphere for life via union of herbs and sunlight (Atharvaveda 5.28.5)

**Essential/Recommended Readings/Texts:**

1. द्विवेदी, कपिल देव, (2004) वेदों में विज्ञान, भदोई : विख्याति अनुसंधान परिषद्
2. तिवारी, शशि, (2005), संस्कृतपाठ्यसंकलन (वैदिक वाङ्मय और पर्यावरण-प्रबन्धन पृष्ठ 205-235), दिल्ली : विद्यानिधि प्रकाशन

**Credits - 2**
**Hours - 30**

## VAC 19: Basics of Indian Philosophy

**Course Objectives:**

1. To introduce students to the fundamental concepts of philosophy.
2. To provide a clear understanding of Indian philosophical traditions and schools.
3. To explore the relationship between Yoga and Indian philosophy.
4. To distinguish between Astika (orthodox) and Nastika (heterodox) schools of thought.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Understand the meaning, definitions, and scope of philosophy.
2. Comprehend the salient features and branches of Indian philosophy.
3. Gain insights into Prasthāna-trayī and Purushartha Chatushtaya.
4. Develop awareness of the interconnection between Yoga and Indian philosophical thought.
5. Recognize the differences and key concepts of all major Darśana schools.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| VAC 19 | Basics of Indian Philosophy | 03 | 1 | 0 | 04 |

**Details of Course:**

**Unit I Philosophy: Meaning, Definitions and Scope.** **Credit 1**

- Concept of philosophy.
- Definitions and purposes of philosophical inquiry.
- Scope and relevance in human life.

**Unit II Indian Philosophy: Features and Branches.** **Credit 1**

- Salient features of Indian philosophy.
- Branches of Indian philosophy.
- Introduction to **Prasthāna-trayī** (Upaniṣads, Bhagavad Gita, Brahmasutras).
- Concept of **Purushartha Chatushtaya** (Dharma, Artha, Kama, Moksha).

**Unit III Relationship Between Yoga and Indian Philosophy.** **Credit 1**

- Yoga as an aspect of Indian philosophical thought.
- Interconnections between different philosophical schools and Yoga practices.
- Role of Yoga in personal and spiritual development.

**Unit IV Astika and Nastika Philosophy.** **Credit 1**

- Overview of **Astika** (orthodox) schools: Nyaya, Vaisheshika, Samkhya, Yoga, Mimamsa, Vedanta.
- Overview of **Nastika** (heterodox) schools: Buddhism, Jainism, Charvaka.

- Comparative study and introduction to all Darśana schools.

**Essential/Recommended Readings/Texts:**

1. Balasubramanian, R. (1994) *The Metaphysics of the Spirit*. New Delhi: Indian Council of Philosophical Research.
2. Barlingay, Surendra S. (1998) *Reunderstanding Indian Philosophy*. Delhi: D K Print-world.

**Credits - 2**
**Hours - 30**

## VAC 20: Introduction to Psychology

**Course Objectives:**

1. To introduce students to foundational concepts and scientific approaches in psychology.
2. To develop an understanding of major subfields and perspectives in psychology.
3. To facilitate the application of psychological concepts in real-life situations.

**Learning Outcomes:**

After the completion of the course, students will be able to:

1. Define psychology and explain the major perspectives in the field.
2. Demonstrate understanding of research methods and subfields of psychology.
3. Apply foundational knowledge of perception, learning, and memory to daily life and cultural contexts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| VAC 20 | Introduction to Psychology | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Psychology.** **Credit 1**

- Definition of Psychology.
- Major Perspectives in Psychology.
- Research Methods of Psychology.
- Subfields of Psychology.

**Unit II Perception.** **Credit 1**

- Cultural Influences on Perception.
- Perceptual Processing.
- Perceptual Sets.
- Role of Attention; Perceptual Organization.
- Perceptual Constancies.
- Depth Perception.
- Illusions.

**Unit III Learning.** **Credit 1**

- Classical Conditioning.
- Principles and Applications.
- Operant Conditioning.
- Observational Learning.

- Cognitive Influences on Learning.

**Unit IV Memory.** **Credit 1**

- Definition and Models of Memory.
- Levels of Processing,
- Parallel Distributed Processing,
- Information Processing.
- Reconstructive Nature of Memory.
- Forgetting.
- Improving Memory.
- Culture and Memory.

**Essential/Recommended Readings/Texts:**

1. Baron, R., & Misra, G. (2016). *Psychology* (5th Ed.). New Delhi: Pearson Education India.
2. Ciccarelli, S. K., White, N. J., & Misra, G. (2017). *Psychology* (5th Ed., South Asian Edition). New Delhi: Pearson Education.
3. Kalat, J. W. *Introduction to Psychology: Concepts & Applications*. (Various editions)
4. Myers, D. G. *Exploring Psychology*. (Various editions)
5. Morgan, C. T., King, R. A., Weisz, J. R., & Soppler, J. (Various editions) *Introduction to Psychology*.

# POOL OF ABILITY ENHANCEMENT COURSES

**Credits - 4**
**Hours - 60**

## AEC 1: Sanskrit for Communication - I

**Course Objectives:**

1. To introduce students to Sanskrit as a spoken, living language.
2. To familiarize students with the fundamentals of phonetics, declensions, conjugations and sentence structures.
3. To develop skills for simple daily conversations in Sanskrit.
4. To integrate poetic verses and short stories for enhancing vocabulary and cultural understanding.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Greet, introduce and converse in simple Sanskrit.
2. Recognize and apply basic declensions, conjugations and Sandhi.
3. Engage in simple daily conversations using correct grammatical forms in Sanskrit.
4. Apply and practice sentence construction in singular and plural forms.
5. Read and recite short verses and dialogues with comprehension.
6. Acquire basic vocabulary for Sandhi and Communication Practice.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| AEC 1 | Sanskrit for Communication - I | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Introduction to Spoken Sanskrit.** **Credit 1**

- Unique features of Sanskrit.
- Self-introduction and greetings.
- Introduction of declensions of pronouns and nouns in the three genders in the singular.
- Simple verb conjugations in the present and imperative.
- Sentence structure with basic question-words.

**Unit II Declensions and Conjugations.** **Credit 1**

- Introduction of remaining declensions.
- Introduction of the plural for pronouns, nouns and verb conjugations.
- Verb conjugations in the future and simplified past tense.
- Counting, days of the week and daily vocabulary.
- Practicing short dialogues.
- Verses for pronunciation and practice of declensions.

**Unit III Conversations, Stories and Verses.** **Credit 1**

- Plural declensions, alternative conjugations.
- Introduction to the dual for the pronouns and nouns learnt above.
- Practice with dialogues and role-plays.

- Recitation of poetic verses and stories.
- Summary of sentence structures in plural.

**Unit IV Sandhi and Communication Practice. Credit 1**

- Introduction to Sandhi rules (svarasandhi, vyanjanasandhi, visargasandhi).
- Application in reading and conversation.
- Comprehension of short stories.
- Oral exercises for fluency.

**Essential/Recommended Readings/Texts:**


1. Narendra. (1997). *Functional Sanskrit: Its communicative aspect*. Sri Aurobindo Ashram.
2. Bhatt, M. G. (1998). *Sandhih*. Samskrita Bharati.
3. Bhatt, M. G. (1999). *Karakam*. Samskrita Bharati.
4. Bhatt, M. G. (1999). *Samasah*. Samskrita Bharati.
5. Hegde, J. (2000). *Natvanijantam*. Samskrita Bharati.
6. Narendra. (2003). *Speak Sanskrit: The easy way*. Sri Aurobindo Ashram.
7. Abhyankar, K. V. (2005). *A simple Sanskrit grammar and exercises*. Bhandarkar Oriental Research Institute.
8. Sampad & Vijay. (2005). *The wonder that is Sanskrit*. Sri Aurobindo Society.
9. Narendra. (2016). *प्राथमिकं पाणिनीयम्*. Sanskritakaryalaya, Sri Aurobindo Ashram.
10. Sathe, R. (2010). *Learn Sanskrit the easy way*. Rashtriya Sanskrit Sansthan.
11. Shastri, V. K. (2012). *Teach yourself Samskrit: Prathama Diksha*. Rashtriya Sanskrit Sansthan.
12. Vishwasa. (2014). *Abhyāsa-pustakam*. Samskrita Bharati.
13. Narendra. (2018). *व्यावहारिकं पाणिनीयम्* - *Panini: for practical use*. Sanskritakaryalaya, Sri Aurobindo Ashram.
14. Choudry, A. (2018). *Introduction to basic spoken Sanskrit*. NPTEL–IIT Kharagpur.
15. Choudry, A. (2019). *Intermediate level of spoken Sanskrit*. NPTEL–IIT Kharagpur.
16. Choudry, A. (2020). *Advanced level of spoken Sanskrit*. NPTEL–IIT Kharagpur.
17. Saṁskṛta-vyavahāra-sāhasrī (Sanskrit-English). (n.d.). Samskrita Bharati.
18. Shatrishanajantamanjari. Samskrita Bharati.


**Additional Readings:**


1. Apte, V. S. (2004). *The student's guide to Sanskrit composition* (Originally published 1881). Prasad Prakashan.
2. Deshpande, M. (1997). *Samskrta-Subodhini: A Sanskrit primer*. University of Michigan Press.
3. Hegde, J. (2000). *Natvanijantam*. Samskrita Bharati.
4. Roy, A. (Ed.). (1977). *The message of the Gita: As interpreted by Sri Aurobindo*. Sri Aurobindo Ashram Trust.
5. Gokhale, S. (2008). *A handbook of Sanskrit conversation*. Samskrita Bharati.
6. Krishnamacharya, T. R. (2009). *Brihat Dhatu Rupavali*. Sanskrit Ebooks. Retrieved September 24, 2019, from http://www.sanskritebooks.org/2009/06/brihad-dhatu-rupavali/

7. Joshi, R. C. (2012). *Conversational Sanskrit: An easy guide*. Rashtriya Sanskrit Sansthan.
8. Satvlekar, S. D. (2013). *Sanskrit swayam shikshak*. Rajpal & Sons.
9. Kota, P. (2013). *Shubhashitani*. Retrieved September 25, 2019, from http://subhashitani.wordsofwisdom.in/2013/02
10. Bharati, V., & Dixit, P. (2016). *Spoken Sanskrit in practice*. Samskrita Bharati.
11. Tripathi, B. (2017). *Rupa Chandrika* [Digital version]. Internet Archive. Retrieved September 24, 2019, from https://archive.org/details/RupaChandrikaBrahmanandaTripathi
12. Vidyasagar, I. C. (2017). *Bryakaran-Kaumudi* [Digital version]. Internet Archive. Retrieved September 24, 2019, from https://archive.org/details/in.ernet.dli.2015.345069

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Weekly oral drills and recitation practice.
2. Vocabulary assignments (word lists with usage).
3. Short quizzes on declensions, tenses and Sandhi.
4. Role-play exercises (introductions, dialogues).
5. Oral comprehension tests based on stories/verses.

**Credits - 4**
**Hours - 60**

## AEC 2: Foreign Language for Communication I - English

**Course Objectives:**

1. To build foundational skills in English communication with a focus on listening, speaking, reading and writing (LSRW).
2. To enhance comprehension and vocabulary for academic and professional purposes.
3. To introduce learners to effective oral and written communication techniques in English.
4. To strengthen confidence in using English in diverse contexts, including defence and intercultural interactions.
5. To align English learning with practical scenarios such as presentations, interviews and teamwork.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Demonstrate foundational proficiency in English communication across listening, speaking, reading and writing (LSRW) skills.
2. Apply enhanced vocabulary and comprehension skills in academic, professional and practical contexts.
3. Demonstrate competence in basic English grammar, vocabulary and sentence structures.
4. Comprehend and summarize texts and spoken content in English.
5. Participate in conversations, discussions and debates in English with improved fluency.
6. Apply English communication strategies in defence and multicultural contexts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| AEC 2 | Foreign Language for Communication I - English | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of English Communication.** **Credit 1**

- Basics of English grammar and vocabulary building.
- Sentence construction, tenses and common expressions.
- Listening skills: understanding announcements, instructions and conversations.
- Everyday communication: greetings, introductions and small talk.

**Unit II Reading and Writing Skills.** **Credit 1**

- Reading comprehension: passages, stories and articles.
- Skimming and scanning techniques.
- Writing paragraphs, short essays and letters.
- Formal and informal communication (emails, applications, notices).

**Unit III Oral Communication Skills. Credit 1**

- Basics of English grammar and vocabulary building.
- Sentence construction, tenses and common expressions.
- Listening skills: understanding announcements, instructions and conversations.
- Everyday communication: greetings, introductions and small talk.

**Unit IV Applied Communication in Defence & Academic Contexts. Credit 1**

- Basics of English grammar and vocabulary building.
- Sentence construction, tenses and common expressions.
- Listening skills: understanding announcements, instructions and conversations.
- Everyday communication: greetings, introductions and small talk.

**Essential/Recommended Readings/Texts:**

1. Swan, M. (2005). *Practical English usage*. Oxford University Press.
2. Bhatnagar, N., & Bhatnagar, M. (2010). *Communications in English*. Pearson Education.
3. Murphy, R. (2012). *English grammar in use* (4th ed.). Cambridge University Press.
4. NPTEL. (2017). *English language for competitive exams*. IIT Madras.

**Additional Readings:**

1. Quirk, R., & Greenbaum, S. (1990). *A university grammar of English*. Longman.
2. Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge University Press.
3. Gairns, R., & Redman, S. (2008). *Oxford word skills: Vocabulary for learners of English*. Oxford University Press.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Class participation in role plays and dialogues.
2. Written assignments (essays, letters, reports).
3. Listening and reading comprehension tests.
4. Oral presentations and speeches.
5. Mid-semester test.
6. End-semester project: speech/presentation/report on a given theme.

**Credits - 4**
**Hours - 60**

## AEC 3: Foreign Language for Communication I - Mandarin

**Course Objectives:**

1. To introduce learners to Mandarin phonetics (Pinyin system) and tones.
2. To enable students to carry out basic everyday conversations.
3. To introduce foundational Chinese characters for reading and writing.
4. To build awareness of Chinese cultural etiquette in communication.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Demonstrate understanding of Mandarin phonetics, including the Pinyin system and tonal pronunciation.
2. Engage in basic everyday conversations in Mandarin using appropriate vocabulary and sentence structures.
3. Recognize, read and write a foundational set of Chinese characters for practical communication.
4. Display awareness of essential Chinese cultural norms and etiquette in interpersonal communication.
5. Use basic sentence structures in present tense for survival communication.
6. Recognize cultural norms in greetings, festivals and social interactions.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| AEC 3 | Foreign Language for Communication I - Mandarin | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Mandarin.** **Credit 1**

- Introduction to Mandarin and its writing system.
- Pinyin system, initials, finals, tones (4 tones + neutral)
- Greetings, introductions, nationality, numbers, dates, time.
- Basic sentence structure: S + V + O.

**Unit II Vocabulary & Functional Grammar.** **Credit 1**

- Personal information (family, age, profession, hobbies)
- Particles (ma, ne, de)
- Yes/no questions and basic negation (bù, méi)
- Radicals: learning to recognize and write basic characters.

**Unit III Everyday Communication.** **Credit 1**

- Talking about food, shopping and money.
- Directions and transport.

- Classroom language and daily activities.
- Writing short sentences in characters (introductions, shopping lists, daily schedule)

**Unit IV Culture & Practice.** **Credit 1**

- Chinese festivals (Spring Festival, Mid-Autumn Festival)
- Role-plays: at the market, ordering food, asking directions.
- Short dialogues and stories in Pinyin + Characters.
- Final oral project: 自我介绍 / Self-introduction.

**Essential/Recommended Readings/Texts:**


1. Liu, X. (2010). *New practical Chinese reader* (Vols. 1–2). Beijing Language and Culture University Press.
2. Ross, C., & Ma, J.-h. S. (2014). *Modern Mandarin Chinese grammar: A practical guide* (2nd ed.). Routledge.
3. Zhao, Y. (2013). *Mandarin Chinese characters made easy*. Sinolingua Press.
4. Wiedenhof, J. (2015). *A grammar of Mandarin*. John Benjamins.
5. Zhao, J.-S. (2016). *Mandarin Chinese: A functional reference grammar*. Oxford University Press.
6. Cheng, Tsui Company. (2017). *Integrated Chinese, Level 1 Part 1 & 2*. Cheng & Tsui.
7. Roy, S., et al. (2020). *Mandarin Chinese for beginners* [SWAYAM MOOC]. Ministry of Education, Government of India.


**Additional Readings:**


1. Arch Chinese. (n.d.). *Learn Chinese characters online*. Retrieved September 2025, from https://www.archchinese.com
2. Chinese Pronunciation Wiki. (2018). *Mandarin HQ*. Retrieved September 2025, from https://chinesepronunciationwiki.com
3. Chou, C.-p., Wang, J., & Chiang, J. (2016). *Integrated Chinese, Volume 1 (Textbook and Workbook)* (4th ed.). Cheng & Tsui.
4. DeFrancis, J. (2016). *Beginning Chinese reader*. Yale University Press.
5. Learn Chinese with BBC Languages. (2010). BBC. Retrieved September 2025, from http://www.bbc.co.uk/languages/chinese/
6. Po-Ching, Y., & Rimmington, D. (2015). *Chinese: An essential grammar*. Routledge.
7. Wu, Z. (2015). *Chinese made easy for beginners*. Sinolingua Press.
8. Zhang, H. (2012). *Mandarin Chinese: A functional reference grammar*. Yale University Press.


**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Weekly Tone & Pronunciation Drills by creating audio recording submissions checked for tonal accuracy.
2. Character Writing Portfolio by writing 15–20 characters per week with stroke order and example sentences.
3. Listening Journals to write a summary of short Mandarin dialogues, news, or songs.
4. Role-Plays & Skits of everyday life situations graded on fluency and comprehension.
5. Short Writing Assignments of diary entries, simple essays and conversations in characters + Pinyin.

6. Class Presentations like introducing oneself, family, or cultural topics in Mandarin.
7. Final Project like an oral self-presentation and written report (200–250 characters).

**Credits - 4**
**Hours - 60**

## AEC 4: Foreign Language for Communication I - French

**Course Objectives:**

1. To introduce students to the basics of the French language (alphabet, sounds, greetings, self-introduction).
2. To develop the ability to handle simple everyday interactions in spoken and written French.
3. To provide an understanding of cultural etiquette and norms in francophone societies.
4. To build foundational vocabulary and grammar for communication.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Recognize and use the basics of French language, including the alphabet, sounds, greetings and self-introduction.
2. Communicate effectively in simple everyday situations using both spoken and written French.
3. Demonstrate an understanding of cultural etiquette and social norms in francophone societies.
4. Apply foundational vocabulary and grammar structures to construct meaningful sentences in French.
5. Engage in simple conversations on daily life, family, hobbies and travel.
6. Comprehend simple cultural texts and media in French.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| AEC 4 | Foreign Language for Communication I - French | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of French.** **Credit 1**

- Alphabet, accents and pronunciation.
- Greetings and introductions.
- Numbers 1–20, days of the week.

**Unit II Talking about Self and Others.** **Credit 1**

- Introducing oneself and family.
- Asking for and giving personal details (name, nationality, profession)
- Personal pronouns and basic verbs (être, avoir)

**Unit III Everyday Situations.** **Credit 1**

- Expressions for shopping, dining and transport.
- Polite requests and common courtesies (s'il vous plaît, merci, pardon)
- Simple sentence construction.

**Unit IV Culture and Communication.** **Credit 1**

- Festivals and social customs in France.
- French etiquette in greetings and conversations.
- Short dialogues and role-play practice.

**Essential/Recommended Readings/Texts:**


1. Capelle, G., & Menand, R. (2009). *Le Nouveau Taxi! 1: Méthode de français*. Hachette.
2. Girardet, J., & Pécheur, J. (2012). *Campus 1: Méthode de français*. Clé International.
3. Srivastava, D. (2020). *Parler de soi / Talking about oneself* [MOOC]. IGNOU–SWAYAM.
4. Srivastava, D. (2020). *Échanger / Interactions* [MOOC]. IGNOU–SWAYAM.


**Additional Readings:**


1. BBC. (2010). *BBC Languages – French*. Retrieved September 2025, from https://www.bbc.co.uk/languages/french/
2. Delfosse, M.-J. (2013). *Vocabulaire progressif du français: Niveau débutant*. Clé International.
3. Grégoire, M., & Thiévenaz, O. (2010). *Grammaire progressive du français: Niveau débutant*. Clé International.
4. Mauger, G. (1995). *Cours de langue et de civilisation françaises* (Vol. 1). Hachette.
5. Centre National d'Enseignement à Distance. (n.d.). *Le Point du FLE*. Retrieved September 2025, from https://www.lepointdufle.net


**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Oral Drills for improving regular pronunciation and dialogue practice in class.
2. Vocabulary Logs for students to maintain a personal vocabulary journal with meanings.
3. Listening Comprehension of short audio/video clips with exercises.
4. Role Play Assignments including greetings, self-introductions, asking for objects, making plans.
5. Short Cultural Presentation on French festivals or traditions compared to Indian ones.
6. Written Exercises of fill-in-the-blanks, sentence construction, short dialogues.

**Credits - 4**
**Hours - 60**

## AEC 5: Foreign Language for Communication I - Russian

**Course Objectives:**

1. To introduce Russian sounds, Cyrillic script and basic grammar structures.
2. To integrate listening, speaking, reading and writing skills from the beginning.
3. To enable students to communicate in basic everyday situations.
4. To prepare students to handle simple texts and conversations in Russian.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Recognize and use Russian sounds, the Cyrillic script and apply basic grammar structures.
2. Communicate effectively in basic everyday situations using simple Russian expressions and sentences.
3. Demonstrate integrated proficiency in listening, speaking, reading and writing in Russian at a foundational level.
4. Read, understand and respond to simple texts and conversations in Russian.
5. Use Russian verbs (present tense, aspects) and nouns (gender, singular/plural).
6. Understand basic spoken Russian in familiar contexts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| AEC 5 | Foreign Language for Communication I - Russian | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Foundations of Russian Language.** **Credit 1**

- Cyrillic alphabet, pronunciation, voiced/voiceless consonants.
- Greetings, introductions, polite expressions.
- Gender in nouns, personal pronouns, interrogatives.
- Listening drills: identifying sounds and words.

**Unit II Everyday Communication.** **Credit 1**

- Verb conjugations in present tense.
- Talking about daily routines, family, friends.
- Expressing location, place of action.
- Short role-plays (introducing, thanking, asking questions).

**Unit III Expanding Grammar & Expression.** **Credit 1**

- Verbs of motion and their conversational use.
- Aspects of verbs (perfective vs. imperfective).
- Direct objects: animate/inanimate.

- Listening comprehension: short dialogues.

**Unit IV Applied Russian for Daily Life.** **Credit 1**

- Expressions of time, wishes and simple complex sentences.
- Possession and negation.
- Numerals, adjectives and comparatives.
- Oral presentations: "About Myself" / "My Day."

**Essential/Recommended Readings/Texts:**


1. Bhaskar, S. (2021). *Russian Language Course Material* [SWAYAM].
2. Brown, N. J. (1996). *The new Penguin Russian course: A complete course for beginners*. Penguin Books.
3. Golub, A. (2009). *The everything learning Russian book*. Adams Media.
4. Karavanova, O. (2016). *Sputnik: An introductory Russian language textbook*. Wisconsin University Press.
5. Sokolsky, A. (2012). *Russian in exercises*. Russky Yazyk Publishers.
6. Wade, T. (2010). *A comprehensive Russian grammar* (3rd ed.). Wiley-Blackwell.


**Additional Readings:**


1. BBC. (2010). *BBC Russian language resources*. Retrieved September 2025, from http://www.bbc.co.uk/russian/learning
2. Brown, J. W. (2013). *Russian made simple: Learn to speak and understand Russian quickly and easily*. Crown Publishing.
3. Duolingo. (2018). *Duolingo Russian course*. Retrieved September 2025, from https://www.duolingo.com
4. Green, A. (2007). *Russian pronunciation and intonation*. Russky Yazyk Publishers.
5. Kostromina, I. (2014). *Russian grammar in use*. Red Square Press.
6. Offord, D. (1992). *Modern Russian: An advanced grammar course*. Cambridge University Press.
7. RussianforEveryone.com. (2015). *Russian for everyone*. Retrieved September 2025, from http://www.russianforeveryone.com
8. RussianLessons.Net. (n.d.). *Learn Russian for free*. Retrieved 2024, from https://www.russianlessons.net
9. Offord, D. (2005). *Using Russian: A guide to contemporary usage* (2nd ed.). Cambridge University Press.
10. Oxford University Press. (2010). *Oxford Russian dictionary* (4th ed.). OUP.
11. MasterRussian.com. (n.d.). *Learn Russian online*. Retrieved 2024, from https://masterrussian.com


**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Weekly oral practice (dialogue performance).
2. Vocabulary quizzes (Russian–English, English–Russian).
3. Listening comprehension tests (short audio).
4. Written assignments (short passages, personal notes).
5. Group role-play presentations.
6. Mid-term and end-term oral proficiency tests.

**Credits - 4**
**Hours - 60**

## AEC 6: Sanskrit for Communication - II

**Course Objectives:**

1. To advance grammatical knowledge of Sanskrit for fluency in conversation.
2. To strengthen the understanding of the syntax and sentence building blocks.
3. To introduce Sanskrit literature, shloka analysis and applied grammar.
4. To enable students to participate in debates, discussions and speeches in Sanskrit.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Apply advanced grammatical knowledge of Sanskrit to achieve greater fluency in spoken communication.
2. Demonstrate a strengthened understanding of Sanskrit syntax and sentence construction.
3. Analyze Sanskrit literature and shlokas, using applied grammar for interpretation.
4. Participate confidently in debates, discussions and speeches in Sanskrit.
5. Apply correct syntax rules in written and spoken Sanskrit.
6. Translate between Sanskrit and English with accuracy and vice versa.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| AEC 6 | Sanskrit for Communication - II | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Grammar Foundations and Sentence Building.** **Credit 1**

- Revision of the declensions of the pronouns and nouns learnt.
  for the three genders in the singular, dual and plural.
- Learning the technical terms for the कारकs (cases) with definitions and examples.
- Revision of परस्मैपदी verbs in the present, future, simplified past and Imperative forms.
- Application in conversations.
- Verses with all Cases or विभक्ति forms.

**Unit II Verb Forms and Advanced Vocabulary.** **Credit 1**

- Introduction of declension of pronouns and nouns with different kinds of endings.
- Introduction of आत्मनेपदी conjugation for the simple verbs.
- Introduction of the 10 groups of verbs.
- Vocabulary expansion.
- Practice with dialogues and narratives.

**Unit III Sandhi, Dhatus, Voices and Syntax.** **Credit 1**

- Revision of the three types of Sandhi. with their rules and examples.

- Introduction of the conjugation of the 10 groups. in the 10 लकाराः.- Tenses and moods with their सूत्रs.
- Introduction of the three वाच्यs or voices: कर्तृ, कर्म and भाव.
- Practice in daily conversations and in texts.

**Unit IV Applied Grammar and Spoken Practice. Credit 1**

- Introduction to the वृत्तिs and their प्रत्ययs or suffixes.
- Introduction to the concept and types of समासs for efficient communication.
- Introduction to the different अव्ययs.
- Steps for doing the अव्ययs of shlokas.
- Debate, storytelling, dramatization.
- Defence-related conversational Sanskrit (commands, instructions).

**Essential/Recommended Readings/Texts:**


1. Abhyankar, K. V. (2005). *A simple Sanskrit grammar and exercises*. Pune: Bhandarkar Oriental Research Institute.
2. Bhatt, M. G. (1999). *Karakam*. Bengaluru: Samskrita Bharati.
3. Bhatt, M. G. (1999). *Samasah*. Bengaluru: Samskrita Bharati.
4. Bhatt, M. G. (1998). *Sandhih*. Bengaluru: Samskrita Bharati.
5. Choudry, A. (2018). *Introduction to basic spoken Sanskrit*. NPTEL–IIT Kharagpur.
6. Choudry, A. (2019). *Intermediate level of spoken Sanskrit*. NPTEL–IIT Kharagpur.
7. Choudry, A. (2020). *Advanced level of spoken Sanskrit*. NPTEL–IIT Kharagpur.
8. Hegde, J. (2000). *Natvanijantam*. Bengaluru: Samskrita Bharati.
9. Narendra. (1997). *Functional Sanskrit: Its communicative aspect*. Pondicherry: Sri Aurobindo Ashram.
10. Narendra. (2003). *Speak Sanskrit: The easy way*. Pondicherry: Sri Aurobindo Ashram.
11. Narendra. (2016). *प्राथमिकं पाणिनीयम्*. Sanskritakaryalaya, Sri Aurobindo Ashram.
12. Narendra. (2018). *व्यावहारिकं पाणिनीयम् - Panini: For practical use*. Sanskritakaryalaya, Sri Aurobindo Ashram.
13. Sampad & Vijay. (2005). *The wonder that is Sanskrit*. Pondicherry: Sri Aurobindo Society.
14. Saṁskṛta-vyavahāra-sāhasrī (Sanskrit-English). (n.d.). New Delhi: Samskrita Bharati.
15. Sathe, R. (2010). *Learn Sanskrit the easy way*. New Delhi: Rashtriya Sanskrit Sansthan.
16. Shastri, V. K. (2012). *Teach yourself Samskrit: Prathama Diksha*. Delhi: Rashtriya Sanskrit Sansthan.
17. Shatrishanajantamanjari. (n.d.). Bengaluru: Samskrita Bharati.
18. Vishwasa. (2014). *Abhyāsa-pustakam*. New Delhi: Samskrita Bharati.


**Additional Readings:**


1. Apte, V. S. (2004). *The student's guide to Sanskrit composition* (Original work published 1881). Pune: Prasad Prakashan.
2. Bharati, V., & Dixit, P. (2016). *Spoken Sanskrit in practice*. Mysore: Samskrita Bharati.
3. Deshpande, M. (1997). *Samskrta-subodhini: A Sanskrit primer*. Ann Arbor: University of Michigan Press.
4. Gokhale, S. (2008). *A handbook of Sanskrit conversation*. Bangalore: Samskrita Bharati.
5. Hegde, J. (2000). *Natvanijantam*. Bengaluru: Samskrita Bharati.

6. Joshi, R. C. (2012). *Conversational Sanskrit: An easy guide*. New Delhi: Rashtriya Sanskrit Sansthan.
7. Kota, P. (2013). *Shubhashitani*. Retrieved September 25, 2019, from http://subhashitani.wordsofwisdom.in/2013/02
8. Krishnamacharya, T. R. (2009). *Brihat dhatu rupavali*. Sanskrit Ebooks. Retrieved September 24, 2019, from http://www.sanskritebooks.org/2009/06/brihad-dhatu-rupavali/
9. Roy, A. (Ed.). (1977). *The message of the Gita: As interpreted by Sri Aurobindo*. Pondicherry: Sri Aurobindo Ashram Trust.
10. Satvlekar, S. D. (2013). *Sanskrit swayam shikshak*. Delhi: Rajpal & Sons.
11. Tripathi, B. R. (2017). *Rupa Chandrika*. Internet Archive. Retrieved September 24, 2019, from https://archive.org/details/RupaChandrikaBrahmanandaTripathi

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Weekly oral drills and recitation practice.
2. Vocabulary assignments (word lists with usage).
3. Short quizzes on declensions, tenses and Sandhi.
4. Role-play exercises (introductions, dialogues).
5. Oral comprehension tests based on stories/verses.

**Credits - 4**
**Hours - 60**

## AEC 7: Foreign Language for Communication II - English

**Course Objectives:**

1. To advance the learners' proficiency in English communication from foundational to professional levels.
2. To develop strong presentation, debate and analytical communication skills.
3. To refine writing for academic, professional and defence contexts.
4. To enhance fluency, accuracy and confidence in real-life applications of English.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Communicate effectively in academic, professional and defence scenarios.
2. Demonstrate proficiency in debates, interviews and presentations.
3. Write advanced texts: reports, essays, policy briefs and case analyses.
4. Apply critical thinking in oral and written communication.
5. Adapt English for cross-cultural and defence-related interactions.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| AEC 7 | Foreign Language for Communication II - English | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Advanced Grammar and Vocabulary.** **Credit 1**

- Complex sentence structures, conditional sentences, passive voice.
- Advanced vocabulary for academic and defence communication.
- Idioms, phrasal verbs and collocations.

**Unit II Oral and Interactive Communication.** **Credit 1**

- Report writing, case studies and technical writing.
- Essay writing: argumentative and analytical essays.
- Defence-related writing: situation reports (SITREPs), briefings, summaries.
- Citation and referencing basics.

**Unit III Oral Communication Skills.** **Credit 1**

- Debates, discussions and persuasive speaking.
- Leadership communication and team coordination.
- Mock interviews and press briefings.
- Communication ethics and intercultural dialogue.

**Unit IV Applied Communication in Defence and Leadership Contexts** **Credit 1**

- English for diplomacy, negotiation and cross-cultural missions.
- Case studies: speeches by leaders in global defence/peace contexts.

- Group project: prepare and deliver a formal presentation on a defence or security issue.

**Essential/Recommended Readings/Texts:**

1. Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.
2. NPTEL. (2018). *Developing soft skills and personality*. IIT Kanpur.
3. NPTEL. (2019). *English for oral communication*. IIT Roorkee.
4. Quirk, R., & Greenbaum, S. (1990). *A university grammar of English*. London: Longman.

**Additional Readings:**

1. Blundell, J., Higgens, J., & Middlemiss, N. (2005). *Function in English*. Oxford: Oxford University Press.
2. Crystal, D. (2005). *The stories of English*. London: Penguin.
3. Redman, S. (2011). *English vocabulary in use: Upper intermediate*. Cambridge: Cambridge University Press.
4. Swan, M. (2005). *Practical English usage*. Oxford: Oxford University Press.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Participation in debates, role plays and simulations.
2. Written assignments: essays, reports, briefs.
3. Oral communication assessments: speeches, mock interviews.
4. Listening and comprehension tests.
5. Mid-semester examination.
6. End-semester group project: defence-oriented presentation/report.

**Credits - 4**
**Hours - 60**

## AEC 8: Foreign Language for Communication II - Mandarin

**Course Objectives:**

1. To strengthen spoken fluency and listening comprehension in Mandarin.
2. To expand grammatical competence with past and future markers.
3. To build competence in reading/writing 350–400 characters.
4. To deepen cultural understanding and practical communication skills.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Engage in conversations about travel, studies, food and hobbies.
2. Read and write short paragraphs (emails, notes, diary entries).
3. Use aspect markers (le, zài, guò) to express past, present and ongoing actions.
4. Express opinions, preferences and simple comparisons.
5. Demonstrate practical fluency in social and academic contexts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| AEC 8 | Foreign Language for Communication II - Mandarin | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Strengthening Grammar & Vocabulary.** **Credit 1**

- Review of tones, radicals and basic structures.
- Aspect markers: le, zài, guò.
- Measure words (gè, běn, zhī, kuài)
- Vocabulary: weather, health, university life.

**Unit II Conversations in Context.** **Credit 1**

- Making plans (future: yào, huì)
- Talking about past experiences (wǒ qùguò…)
- Travel, booking tickets, hotel, transport.
- Food culture: restaurant dialogues.

**Unit III Expanding Communication.** **Credit 1**

- Expressing opinions, likes/dislikes (xǐhuān, juéde)
- Comparisons (bǐ)
- Family and society in China.
- Short reading passages from graded reader.

**Unit IV Fluency & Cultural Immersion.** **Credit 1**

- Chinese festivals and customs in depth.
- Role-plays: job interview, travel abroad, meeting friends.

- Media exposure: songs, news clips, short films with subtitles.
- Final project: 我的未来计划 / My Future Plans (oral + written, 250 characters minimum)

**Essential/Recommended Readings/Texts:**


1. Cheng, Tsui Company. (2017). *Integrated Chinese, Level 1 Part 1 & 2*. Boston: Cheng & Tsui.
2. Liu, X. (2010). *New practical Chinese reader* (Vols. 1–2). Beijing: Beijing Language and Culture University Press.
3. Ross, C., & Sheng Ma, J. (2014). *Modern Mandarin Chinese grammar: A practical guide* (2nd ed.). New York: Routledge.
4. Roy, S., et al. (2020). *Mandarin Chinese for beginners* [SWAYAM MOOC]. Ministry of Education, Government of India.
5. Wiedenhof, J. (2015). *A grammar of Mandarin*. Amsterdam: John Benjamins.
6. Zhao, J.-S. (2016). *Mandarin Chinese: A functional reference grammar*. New York: Oxford University Press.
7. Zhao, Y. (2013). *Mandarin Chinese characters made easy*. Beijing: Sinolingua Press.


**Additional Readings:**


1. Cheng, Tsui Company. (2017). *Integrated Chinese, Level 1 Part 1 & 2*. Boston: Cheng & Tsui.
2. Liu, X. (2010). *New practical Chinese reader* (Vols. 1–2). Beijing: Beijing Language and Culture University Press.
3. Ross, C., & Sheng Ma, J. (2014). *Modern Mandarin Chinese grammar: A practical guide* (2nd ed.). New York: Routledge.
4. Roy, S., et al. (2020). *Mandarin Chinese for beginners* [SWAYAM MOOC]. Ministry of Education, Government of India.
5. Wiedenhof, J. (2015). *A grammar of Mandarin*. Amsterdam: John Benjamins.
6. Zhao, J.-S. (2016). *Mandarin Chinese: A functional reference grammar*. New York: Oxford University Press.
7. Zhao, Y. (2013). *Mandarin Chinese characters made easy*. Beijing: Sinolingua Press.


**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Weekly Tone & Pronunciation Drills by creating audio recording submissions checked for tonal accuracy.
2. Character Writing Portfolio by writing 15–20 characters per week with stroke order and example sentences.
3. Listening Journals to write a summary of short Mandarin dialogues, news, or songs.
4. Role-Plays & Skits of everyday life situations graded on fluency and comprehension.
5. Short Writing Assignments of diary entries, simple essays and conversations in characters + Pinyin.
6. Final Project like an oral self-presentation and written report (200–250 characters).

**Credits - 4**
**Hours - 60**

## AEC 9: Foreign Language for Communication II - French

**Course Objectives:**

1. To extend communicative skills in French to handle everyday interactions with confidence.
2. To introduce key grammatical structures for functional use (tenses, articles, simple sentence patterns).
3. To develop listening and reading comprehension skills using simple texts and dialogues.
4. To strengthen cultural understanding through exposure to French festivals, traditions and contemporary life.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Engage in simple conversations on daily life, family, hobbies and travel.Use present tense verbs and construct sentences with articles, prepositions and basic connectors.
2. Express likes, dislikes, preferences and simple future plans.
3. Comprehend simple cultural texts and media in French.
4. Perform short oral and written tasks such as dialogues, descriptions and personal letters.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| AEC 9 | Foreign Language for Communication II - French | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Expanding Vocabulary and Grammar.** **Credit 1**

- Revision of être, avoir and introduction to regular verbs (-er, -ir, -re)
- Definite and indefinite articles, gender and number of nouns.
- Everyday vocabulary: family, home, food.

**Unit II Daily Communication.** **Credit 1**

- Asking for directions, shopping and ordering food.
- Talking about routines and preferences.
- Expressing time and dates.

**Unit III Future Plans and Social Interaction.** **Credit 1**

- Immediate future (futur proche: aller + infinitive)
- Talking about hobbies, leisure and trave.l
- Engaging in short conversations in role-play.

**Unit IV Culture and Society.** **Credit 1**

- French festivals and traditions (Bastille Day, Noël, etc.)
- Contemporary French lifestyle and etiquette.

- Reading short cultural texts and discussions.

**Essential/Recommended Readings/Texts:**

1. Capelle, G., & Menand, R. (2009). *Le Nouveau Taxi! 1: Méthode de français*. Paris: Hachette.
2. Girardet, J., & Pécheur, J. (2012). *Campus 1: Méthode de français*. Paris: Clé International.
3. Srivastava, D. (2020). *Parler de soi / Talking about oneself* [SWAYAM MOOC]. New Delhi: IGNOU–SWAYAM.
4. Srivastava, D. (2020). *Échanger / Interactions* [SWAYAM MOOC]. New Delhi: IGNOU–SWAYAM.

**Additional Readings:**

1. Appriou, D. (2012). *Alter Ego + A1*. Paris: Hachette.
2. BBC. (2010). *BBC Languages – French*. Retrieved September 2025, from http://www.bbc.co.uk/languages/french/
3. Grégoire, M., & Thiévenaz, O. (2010). *Grammaire progressive du français: Niveau débutant*. Paris: Clé International.
4. Delfosse, M.-J. (2013). *Vocabulaire progressif du français: Niveau débutant*. Paris: Clé International.
5. Centre National d'Enseignement à Distance. (2025). *Le Point du FLE*. Retrieved September 2025, from https://www.lepointdufle.net
6. Mauger, G. (1995). *Cours de langue et de civilisation françaises* (Vol. 1). Paris: Hachette.
7. Tricot, C. (2014). *French grammar in context*. London: Routledge.

**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Oral Drills for improving regular pronunciation and dialogue practice in class.
2. Vocabulary Logs for students to maintain a personal vocabulary journal with meanings.
3. Listening Comprehension of short audio/video clips with exercises.
4. Role Play Assignments including greetings, self-introductions, asking for objects, making plans.
5. Short Cultural Presentation on French festivals or traditions compared to Indian ones.
6. Written Exercises of fill-in-the-blanks, sentence construction, short dialogues.

**Credits - 4**
**Hours - 60**

## AEC 10: Foreign Language for Communication II - Russian

**Course Objectives:**

1. To deepen grammar and vocabulary knowledge for fluent communication.
2. To strengthen listening and speaking skills for real-world situations.
3. To enable students to write and understand short texts in Russian.
4. To introduce cultural and social aspects of Russia.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Speak Russian fluently in everyday contexts.
2. Use verbs of motion, cases and aspects correctly in conversation.
3. Write short essays, letters and descriptions in Russian.
4. Understand spoken Russian at normal conversational speed.
5. Engage in role-plays simulating travel, study and social interactions.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| AEC 10 | Foreign Language for Communication II - Russian | 04 | 0 | 0 | 04 |

**Details of Course:**

**Unit I Building Fluency.** **Credit 1**

- Review of sounds, grammar basics.
- Complex greetings, expressing wishes, making requests.
- Future tense and near future.
- Role-plays: buying, traveling, meeting friends.

**Unit II Grammar in Action.** **Credit 1**

- Declensions of nouns and adjectives (cases in speech and writing).
- Expressions of time, possession, negation in conversations.
- Comparative and superlative forms of adjectives.
- Listening drills: dialogues on daily life.

**Unit III Advanced Sentence Construction.** **Credit 1**

- Verbs of motion with prefixes.
- Aspects of verbs in narrative.
- Direct/indirect objects, instrumental case.
- Writing: short letters, diary entries and emails.

**Unit IV Cultural and Interactive Communication.** **Credit 1**

- Russian festivals, traditions and expressions.

- Complex sentences in spoken Russian.
- Oral presentations on personal experiences.
- Listening to authentic Russian media (songs, short clips).

**Essential/Recommended Readings/Texts:**


1. Bhaskar, S. (2021). *Russian language course material* [SWAYAM].
2. Brown, N. J. (1996). *The new Penguin Russian course: A complete course for beginners*. London: Penguin Books.
3. Golub, A. (2009). *The everything learning Russian book*. Avon: Adams Media.
4. Karavanova, O. (2016). *Sputnik: An introductory Russian language textbook*. Madison: Wisconsin University Press.
5. Sokolsky, A. (2012). *Russian in exercises*. Moscow: Russky Yazyk Publishers.
6. Wade, T. (2010). *A comprehensive Russian grammar* (3rd ed.). Malden, MA: Wiley-Blackwell.


**Additional Readings:**


1. BBC. (2010). *BBC Russian language resources*. http://www.bbc.co.uk/russian/learning *(Accessed September 2025)*
2. Brown, J. W. (2013). *Russian made simple: Learn to speak and understand Russian quickly and easily*. New York: Crown Publishing.
3. Duolingo. (2018). *Duolingo Russian course*. https://www.duolingo.com *(Accessed September 2025)*
4. Green, A. (2007). *Russian pronunciation and intonation*. Moscow: Russky Yazyk Publishers.
5. Kostromina, I. (2014). *Russian grammar in use*. Moscow: Red Square Press.
6. Offord, D. (1992). *Modern Russian: An advanced grammar course*. Cambridge: Cambridge University Press.
7. RussianForEveryone.com. (2015). *Russian for everyone*. http://www.russianforeveryone.com *(Accessed September 2025)*
8. RussianLessons.Net. (2024). *Learn Russian for free*. https://www.russianlessons.net


**Continuous Assessment:**

The assessment should be based on any four of the following:

1. Oral role-plays (shopping, travel, festivals).
2. Listening comprehension with authentic Russian audio.
3. Written assignments (short essays, letters).
4. Vocabulary and grammar quizzes.
5. Group presentations on Russian culture.
6. Oral proficiency test (fluency & comprehension).

# परिसमाप्तिः

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